GENERAL REPORT

ON

PUBLIC INSTRUCTION,

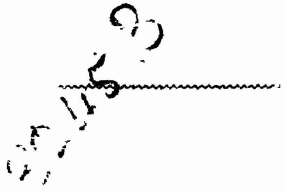
IN THE

Lower Provinces

OF

THE BENGAL PRESIDENCY,

From 1st October, 1851, to 30th September, 1852.



CALCUTTA:

HARBERY, BENGAL MILITARY ORPHAN PRESS.

MDCCCLIII.

CONTENTS.

Report of the Council of Education, for 1851-52.

	Page.
Constitution of the Council,	*ix*
Changes in the Council,	*x*
Scheme of Study,	*xi*
College Examinations,	*xvii*
Council Examinations,	*xviii*
Standard for 1853,	*xxiii*
Scholarship Examinations of 1852,	*xxvi*
Government Book Agency,	*xli*
Committee of Examination of Candidates for employment in the Education Department,	*xlii*
Donations,	*ib.*
Conduct of Officers,	*xliii*
Visitation of Schools,	*xliv*
Vernacular Schools,	*ib.*
Education of Moohummudans,	*ib.*
Council's List,	*xlv*
Number of Pupils,	*ib.*
Schooling Fees,	*ib.*
Special Reports and Appendix,	*ib.*
Conclusion,	*xlvi*

Special Reports of the Presidency Institutions.

Calcutta Mudrissa,	1
Russapuglah School,	10
Hindu College,	14
Pautshala,	28
Branch School,	30
Hooghly College,	37
„ Branch School,	38
Medical College of Bengal,	61

REPORTS OF THE MOFUSSIL COLLEGES AND SCHOOLS.

	Page.
Dacca College, ...	69
Furreedpore School, ...	81
Kishnaghur College, ...	88
Chittagong School, ...	98
Commillah School, ...	101
Sylhet School	105
Baulcah School, ...	112
Midnapore School, ...	115
Cuttack School, ...	117
Bhaugulpore School, ...	124
Mozufferpore School, ...	127
Gyah School, ...	130
Jessore School,...	134
Burdwan School, ...	139
Bancoorah School, ...	141
Baraset School, ...	145
Howrah School, ...	153
Ooterparah School, ...	156
Tenasserim Schools:	
Moulmein, ...	159
Arracan Schools:	
Akyab, ...	161
Ramree,...	165
Assam Schools:—	
Zillah Kamrup,...	172
Zillah Durrung, ...	181
Zillah Nowgong, ...	185
Zillah Sibsagor, ...	189
Zillah Lukimpur, ...	192
Zillah Gowalpara,...	193
Purgunahs Habraghat and Kuntaghat,...	194
Purgunahs Mechpara and Arongabad, ...	195
Purgunahs Koraibarri, Chapor and Gurla, ...	196
South-West Frontier Schools:	
Chota Nagpore, ...	197
Singbhoom, ...	200
Beerbhoom School, ...	202
Barrackpore School, ...	205
Vernacular Schools,...	207

APPENDIXES.

Page.

A.—Senior Scholarship Questions, 1852, ... i

Answers of the Most Proficient Students in the Presidency and Mofussil Colleges, ... xliv

B.—Medical College Examination, ... xci

C.—Statistical information relative to the Government Colleges and Schools,... cxxxiv

„ Statistical information relative to the Vernacular Schools, clviii

D.—Circular Orders, ... clxx

E.—Result of the Senior Arabic Scholarship Examination of the Calcutta Mudrissa for 1851-1852, ... clxxxiii

„ Result of Junior Arabic Scholarship Examination of the Calcutta Mudrissa for 1851-52, ... clxxxiv

„ Result of Junior Scholarship Examination of the Calcutta Mudrissa for 1851-52, ... clxxxvi

„ Result of Junior Scholarship Examination of the Russapuglah School for 1851-52, ... clxxxvii

„ Result of Senior Scholarship Examination of the Hindu College for 1852,... clxxxviii

„ Result of Junior Scholarship Examination of Hindu College for 1851-52,... cxcii

„ Result of Junior Scholarship Examination of the Hindu College Branch School, ... cxciv

„ Result of Junior Scholarship Examination of the Barrackpore School, for 1851-52, ... cxcv

„ Result of Junior Scholarship Examination of the Howrah School for 1851-52, ... cxcvi

„ Result of Junior Scholarship Examination of the Ooterparah School for 1851-52, ... cxcvii

„ Result of the Senior Scholarship Examination of the Hooghly College for 1852, ... cxcviii

„ Result of the Junior Scholarship Examination of the Hooghly College for 1852,... cci

APPENDIXES.—*(Continued.)* *Page.*

E.—Result of the Junior Scholarship Examination of the Midnapore School for 1852, ... cciv

„ Result of the Junior Scholarship Examination of the Baraset School for 1852, ... ccv

„ Result of the Senior Scholarship Examination of the Dacca College for 1852,... ccvii

„ Result of the Junior Scholarship Examination of the Chittagong School for 1852,... ccx

„ Result of the Junior Scholarship Examination of the Commillah School for 1852, ... ccxi

„ Result of the Junior Scholarship Examination of the Sylhet School for 1852, ... ccxii

„ Result of the Junior Scholarship Examination of the Baulcah School for 1852, ... ccxiii

„ Result of the Senior Scholarship Examination of the Kishnaghur College for 1852, ... ccxiv

„ Result of the Junior Scholarship Examination of the Kishnaghur College for 1852, ... ccxvi

„ Result of the Junior Scholarship Examination of the Bancoorah School for 1852, ... ccxvii

„ Result of the Junior Scholarship Examination of the Jessore School for 1852, ... ccxviii

„ Result of the Junior Scholarship Examination of the Burdwan School for 1852,... ccxix

„ Result of the Junior Scholarship Examination of the Bhaugulpore School for 1852, ... ccxx

„ General Tabular Statement of the Senior Scholarship Examinations of all the Colleges, 1852, ... ccxxi

F.—Names of Students who have left the Dacca College Department or obtained employment during the Session,... ccxxxi

„ Statement of Students of the Dacca College who have obtained Government Employment,... ccxxxii

„ Statement of Extraordinary Prizes awarded in the Dacca College, 1852, ... ccxxxvi

G.—List of Distinguished Students according to the Governor General's Resolution, from 10th October 1844 to 1852, ... ccxxxviii

APPENDIXES.—*(Continued.)* Page.

II.—Statement exhibiting the Number and Religion of the Pupils of the Government Colleges and Schools, on the 30th September 1852,... ccxli

„ Statement exhibiting the Number of Scholarship-holders, Free Scholars, Pay and Free Pupils, on the 30th September 1852, ... ccxlii

„ Statement exhibiting the Number of Students studying different languages in the Colleges and Schools, on the 30th September 1852,... ccxliii

„ Statement exhibiting the amount of Schooling Fees realized in the Colleges and Schools of Bengal, during the Session 1851-52,... ccxliv

I.—Sketch Statement of Receipts on account of the Education Department for the Year 1851-52,... ccxlvi

„ Sketch Statement of Charges on account of the Education Department for the year 1851-52, ... ccl

REPORT

OF

THE COUNCIL OF EDUCATION,

FOR 1851-52.

Constitution of the Council on the 30th of September, 1852.

President.

SIR J. W. COLVILE, KT.

Members.

J. R. COLVIN, ESQ.
SIR H. M. ELLIOT, K. C. B.
J. P. GRANT, ESQ.
J. FORSYTH, ESQ.
BABU RUSSOMOY DUTT.
„ RAMGOPAUL GHOSE.
„ AUSHOTOSH DEY.
FRED. J. MOUAT, M. D., SECRETARY.

TO THE MOST NOBLE THE MARQUESS OF DALHOUSIE, K. T.,
Governor of Bengal.

MY LORD,

OUR last report brought down the narrative of our operations to the 30th of September, 1851.

The present statement contains a brief abstract of such of our proceedings during the past year, as are deemed worthy of being placed on permanent record.

Changes in the Council.

During the past year several changes have occurred in the constitution of the Council. Mr. Halliday ceased to be a Member on his departure for England, and Mr. Beadon on his promotion to the office of Secretary to the Government of Bengal. The services of Mr. John Grant were also lost upon his promotion to a Superintending Surgeoncy, and his consequent removal from the presidency.

The following resolutions were recorded by the Council on the retirement of the gentlemen above-mentioned:

"The Council regret much the loss of the valuable and efficient services of Messrs. Halliday and Beadon, as members of their body.

"The long connexion of the former officer with the late General Committee of Public Instruction, his intimate acquaintance with the history and progress of education in Bengal, his enlarged and enlightened views, combined with sound judgment and an earnest interest in the cause, rendered him a particularly useful and valued co-adjutor.

"The Council trust that his absence is but temporary, and that the effectual removal of its cause will ere long enable him to resume his place amongst them.

"The promotion of Mr. Beadon to the office of Secretary to the Government of Bengal, will continue to maintain, although in a different capacity, his connexion with education in this presidency.

"His place in the Council will not easily be supplied, and his late Colleagues only refrain from a full expression of their sense of his able, unremitting, and important exertions when associated with them, from a consideration of the relation in which he now stands towards them.

"The Council desire also to place on record the high estimation entertained by them of the long, zealous and very valuable services of Mr. John Grant, as a member of their body."

Messrs. John Russell Colvin and John Peter Grant, have been appointed Members of the Council, in succession to the gentlemen above-mentioned.

Scheme of Study.

With reference to the defects in the existing plan of study and mode of awarding scholarships, alluded to in page xxiv. of the introductory report of last year, the following minute upon the subject was drawn up by the Secretary, and submitted for our consideration:

"By the present plan, every student is compelled to attain a certain standard of proficiency in *both* literature and science, whatever may be his taste, inclination, or the particular bias of his mind. The consequence is an attempt to commit to memory a mass of matter in various subjects, without exercising the judgment and reasoning faculties—a species in fact of mere cramming, so far as it can be accomplished in a fixed course of study, with a fluctuating body of examiners.

"Scholarships should, I think, only be awarded for eminent proficiency in particular branches of study, and should represent with us, the mathematical and classical triposes of the Cambridge system.

"These, and the reasons for their institution, as well as the result of their working, are so well known as to need no detailed demonstration from me.

"The objects of our system of education I take to be two-fold, *viz.* to develope the moral and intellectual faculties of our students, and to fit them, by an acquaintance with the English language and a certain portion of western literature and science, taught through that medium, for the study of particular professions, or for the active duties of the many offices in which such knowledge is necessary.

"The time has scarcely arrived for the creation of an educated wealthy class of Native society, to pursue knowledge for its own sake, or to become each the centre of a particular circle of civilization and progress among his countrymen, such as may be accomplished hereafter, when every landed proprietor becomes an educated gentleman, and a collegiate education is the test of his title to be considered as such.

"The creation of a Vernacular literature for Bengal, is also ostensibly an object of our system, but so long as knowledge is merely sought as a means of livelihood, and that kind is in greatest demand which leads to the most lucrative results, the accomplishment of this great and important design is distant.

"At present it appears to me, that our chief aim should be directed to imparting a sound *practical* education to the mass of our students, while the attempt to communicate the highest orders of instruction in literature or science, should be confined to the most highly gifted, or to those who are willing to remain sufficiently long to go through a complete college course.

"Another defect of the existing system is, that it removes the details of managing colleges and conducting examinations, too much out of the hands of the officers of each of the institutions.

"I have always been of opinion, that the executive management of our colleges, should be placed unreservedly in the hands of the officers attached to them, and that they should carry on their duties, in accordance with the rules laid down for their guidance, without appeals or references to higher authority in mere matters of routine and detail.

"They should be armed with sufficient authority to maintain discipline, and decide all ordinary questions that may occur, submitting only appeals against their own decisions.

"Were this the case, they ought to, and could be held strictly responsible for the state of their several charges.

"It appears to me that every step taken to raise the position of the teacher in dignity and importance, is beneficial to the cause of education.

"No single act would probably tend more to this result, than committing the selection of candidates for honours to the Principals and Professors of Colleges.

"From my personal knowledge of the officers serving under the Council, I am convinced that they can be safely entrusted with such power, without any fear of its being abused. An appeal to the Council is always open to the dissatisfied, and those who believe that they have grounds of complaint; so that, even supposing partiality or any improper feeling to exist, no real injustice could result from its exhibition.

"The junior scholarship standard does not appear to me to need any change. It is easily attainable by most of our pupils; involves only a very elementary knowledge of science, such as can, by common industry, be acquired to a sufficient extent by all; and is a good foundation for any future and more advanced course of study and instruction.

"With respect to this examination for, and tenure of junior scholarships, I think the provisions and intention of Mr. Bethune's minute unexceptionable. It accomplishes the double object of retaining the

pupils a sufficient length of time in the purely elementary studies of the School Department, and of preventing the accumulation of old and over-grown boys in the junior classes.

"The provision of relaxation in favor of Zillah Schools, may also be retained with advantage for the present.

"After the second year, the junior scholar will be compelled either to go into the College or to leave the institution altogether.

"The only difference that I would introduce in the present plan, is, to place the junior scholarship examination entirely in the hands of the officers of Colleges.

"The questions should be set as at present, and forwarded under sealed covers to the different Colleges and Schools.

"The answers should be examined, and the awards determined by the officers of each College, for their own institutions and for the Zillah Schools attached to them.

"The results, with the successful answers, should be forwarded to the Council, to test, if necessary, the general fairness and accuracy of the awards.

"The last suggestion is offered, not from any want of faith in the perfect integrity and fairness of the examiners, but because in the present state of feeling of the Native community, it is advisable to remove even the possibility of the occurrence of partiality, or rather of its supposition. If any parent considered that his boy had not had fair play, the point could at once be set at rest by an examination of his papers, either by the Council, or by any independent examiner selected by them.

"All improvements in our systems of education, and all real advances must begin at the lower extremity of the scale. The more soundly and early a child is trained to habits of thought and reflection, the greater pains that are taken to strengthen and improve his memory, and teach him accuracy of observation in the very beginning of his scholastic career, the better will he be prepared for all the higher stages of culture and training that he will subsequently have to pass through.

"The junior is really the most important scholarship of the two, for as the child is father to the man, so is the school-boy the material from which the future scholar will be formed

"So long as the junior scholars are imperfectly or superficially trained and taught, will the senior scholars fail to attain the standard laid down for them.

"None have so deep and direct an interest in the success of their pupils, as their own masters, and if the forming and selection of the young scholars is entrusted exclusively to them, I am convinced that the largest measure of success attainable, will follow the adoption of the plan.

"For the senior scholarships, I venture to propose an entire change of plan and system.

"They might remain divided into four classes as at present, since this division ensures a progressive scale of study.

"The examinations in each of the four classes should be two-fold, a general, and an honour examination, divided into a literary and mathematical, to resemble the classical and mathematical triposes of Cambridge.

"The college or general examinations should be conducted, and the award decreed by the officers of the colleges alone, a list of the results being submitted for the information of the Council of Education.

"All students in the respective classes should be subjected to this examination, and it should be partly oral and partly written.

"It should take place as at present, at the end of the academic session, immediately before the Doorgah Poojah vacation.

"From its results should be prepared a double list, one selecting the candidates for the honour examination, the other containing the names of those deserving of promotion in the order of merit of their respective examinations.

"The honour list should specify the tripos to which the candidate is qualified to enter, whether literary or scientific, and in cases of extraordinary general merit, the name of a student might be returned in both lists.

"No name should be returned for either of the lists, in which, in the belief of the examiners, the candidate does not appear likely to obtain at least one half the number of marks in any series of questions that may be asked.

"The course of reading for the College examination in each class should be fixed in both literature and science. For the former, it would be necessary probably to prepare a volume of prose selections on the plan laid down in Mr. Macaulay's minute on the subject.

"Richardson's 'Selections from the British Poets,' would afford a sufficiently extended course of poetical reading for all the four classes.

"'Goodwin's Mathematics' would furnish all that is necessary in science.

"The papers and oral examination for the College ordeal, should be founded strictly on this course.

"High proficiency in either literature or science, should entitle a candidate to have his name returned in the tripos list—but he should, at the same time, exhibit at least a moderate acquaintance with the other subjects of study. For example, a student who comes out high in science (pure and mixed mathematics), should not altogether fail in literature, and *vice versâ*. The amount of knowledge required need not be very great, at the same time it should be such as every educated person ought to possess. A fourth, or perhaps a fifth of the whole number of marks assigned, would be sufficient for the purpose, while in the special subject of the tripos, a high standard should be gained.

"If the general principle of these arrangements be approved, the details could be worked out easily, in communication with the authorities of the several Colleges.

"The only difficulty would be in selecting a fixed standard for the literature tripos.

"In the classical tripos of European universities, this difficulty is not experienced, as the choice of standard authorities in Latin and Greek is limited, and can scarcely be departed from.

"But as English is the classical language of our Colleges, and as its literature is vastly more extended, as well as fluctuating, it is not easy to determine what shall be ranked among the classics in literature.

"This, however, is a question of detail, which although not easy to determine, is by no means impracticable."

We deemed it right, in accordance with the plan invariably pursued when radical changes in our scheme of study are proposed, to refer the question to the Principals and Professors of our Colleges for report.

The officers of the Hindu, Hooghly and Dacca Colleges, concurred entirely in the propriety of placing the junior scholarship examinations exclusively in the hands of the officers of the respective Colleges. The Principal and Head Master of the Kishnaghur College were in favor of the existing plan of independent examiners, chiefly on the ground of a belief, that it is impossible for an examiner to divest himself

of all prejudice in regard to those whom he had taught, and with whom he was in daily personal intercourse.

Considerable difference of opinion prevailed respecting the details of the plan for a different system of examination in regard to senior scholarships. These will probably be most satisfactorily conveyed in the reports submitted to the Council on the subject.

The Principal and Head Master of the Hindu College state, that:

"With respect to the changes in the senior scholarship system, which the minute of the Secretary proposes to introduce, we think there are some objections, but at the same time admit that a reform must necessarily take place in the present system. During the present session four sets of literary subjects have been assigned, with a view of ensuring a progressive scale in literature equally with mathematics. Two classes in literature were deemed sufficient when the changes in the scholarship system were first introduced by the late Mr. Bethune, and it is in departing from that course that the evils of the present system have partly arisen. We consider so minute a sub-division in literature as in mathematics, both unnecessary and inconvenient, and strongly recommend the formation of two classes in literature, assigning to the first, second and third mathematical classes, the same subjects, and to the fourth a more elementary course, forming a medium between the junior scholarship and the first class literature. This would remove the great and radical defect which makes promotion to a higher literature class dependent on fitness for promotion in mathematics. We are anxious that promotion in each department should take place irrespective of the other, and the adoption of two literature classes would secure this. By this plan, any student who excels in literature but is deficient in mathematics, would remain in the third mathematical class, and it is not difficult for any one to attain at least a respectable acquaintance with the subjects of that division. We are aware that the retention of a senior scholarship depends on the students qualifying for promotion from (mathematical) class to class; this ought to be abolished, and the officers of each College determine what class a student shall occupy. The most valuable scholarships would thus be within the reach of all, which seems to be the main object of the proposed changes. On referring to the annual returns of the

scholarship examination, it will be seen that the most distinguished in mathematics are likewise among the highest in literature, and in our opinion, any system which tends to encourage a student to attain a high position in both branches of instruction, ought to be most carefully fostered. The scheme laid down in the Secretary's minute, appears to us to fail in this respect, and though not intended to discourage a student who wishes to study both branches, yet we fear such would be the practical effect. A scheme founded on the following suggestions, would, in our opinion, work well:

"The College department to contain four mathematical classes as at present. The first, second and third classes to study the same literature, and the fourth class to have separate subjects in literature.

"The restriction of remaining only two years in any particular mathematical class to be abolished.

"The Principal to promote annually from class to class such as he may deem qualified.

"The rules for gaining and retaining a scholarship to remain as at present, with this extension, *viz.*, that a student may retain his scholarship for any number of years in the same class, or gain a higher one, if found qualified.

"The senior scholarships to be open to the competition of all the College students. These modifications in the existing system would be preferable to the introduction of an entirely new plan."

The authorities of the Hooghly College submitted the following plan of examination:

"The period of study in the College to be four years, the students being ranked as first year, second, third, and fourth year students.

"The examinations to be of two kinds, differing entirely from one another in their character and object. The one kind to be designated the College examinations; and the other, the Council examinations. The Council examinations, which will embrace students from all the Colleges, to be conducted by paid examiners selected by the Council The College examinations to be conducted by the officers of each College separately.

College Examinations.

"The object of the College examinations will be two-fold, *viz.* admission into the College, and the award of senior and junior scholarships. The first, or entrance examination, which qualifies for admission into the College, will

also determine who are to obtain junior scholarships. Another, or second College examination, will take place in the middle of the College course, (that is, at the commencement of the third year,) for the purpose of determining the award of senior scholarships.

Council Examinations.

"There will be two Council examinations, the first in the middle of the College course, and the second at its termination. The object of the first of these examinations will be to ascertain what students are qualified to pass on to the Senior Division of the College and to compete for honors at the final examination. The object of the second examination will be to determine the place and relative proficiency of the students at the termination of the College course of study.

"After the first Council examination, the student may choose the department (literature or science) in which he will graduate at the final examination. He may, if he choose, graduate in both.

"The first Council examination will be held at the end of the second year of the College course, and the second Council examination, at the end of the fourth year. The first College examination will be held at the beginning of the first year of the College course, and the second College examination at the beginning of the third year.

"The scholarships, both senior and junior, to be ordinarily tenable for two years. The junior scholarships will be tenable from the first, or entrance College examination, to the second College examination, and the senior scholarships will be tenable from the second College examination to the final examination."

It was accompanied by the annexed statement explanatory of the plan above-mentioned:

First year.—"At the commencement students be required to pass an entrance examination, conducted by the officers of the College. From its results junior scholarships will be awarded.

Second year.—"At the end of this year, students be required to pass the first Council's examination, conducted by examiners appointed by the Council. No student who does not pass this examination can be promoted.

Third year.—"At the commencement an examination for awarding senior scholarships, to be conducted by the officers of the College.

Fourth year.—"At the end of this year, Council's final examination will be held, conducted by examiners selected by the Council."

With reference to the scheme suggested, Mr. Kerr remarked, that—

"The first point to be noticed is your proposal to exempt the students from the necessity of studying both literature and science in the higher classes of the College. We are all of opinion that this change is most desirable. The division may, perhaps, most properly take place at the middle point of the College course. Instead of making it a matter of compulsion to be decided by the officers of the College, after due examination, what branches are to be studied, it would be preferable to leave it optional to the student to follow the bent of his own inclination. He will, as a general rule, choose those branches in which he is most proficient, and thus the same end will be gained, and in a smoother way, as if the officers of the College were to decide the point.

"With reference to the words quoted in the margin we are inclined to think that proficiency in one branch only should be insisted upon at the final examination, and that to demand also 'a moderate acquaintance with the other branches of study' would be attended with no good effect.

"High proficiency in either literature or science should entitle a candidate to have his name returned on the tripos list, but he should at the same time exhibit at least a moderate acquaintance with the other subjects of study."

"When consulting together on the subject of the minute, it was taken for granted that at the final examination, the candidates would be divided into three grades according to their proficiency, agreeably to the plan followed at Cambridge."

The officers of the Dacca College suggested a few changes in the junior scholarship system, and proposed for the improvement of the senior examination the following plan, *viz.*:

1. "The College Department shall be divided into four mathematical classes, and into two literature classes, to be called the first, second, third and fourth classes.

2. "The third and fourth classes shall constitute the second literature class.

3. "The first and second classes shall constitute the first literature class; that is, the subjects in literature, or in all branches, except the pure and mixed mathematics of the first and second classes, shall be identical.

"The literary subjects of the third and fourth classes shall be identical.

4. "Senior scholarships shall be awarded only in the three highest classes; and *honors* only in the highest: that is, none but those of the first College class, or those who pass the final examination, shall be eligible to either tripos.

5. "There shall be but one annual examination of the several classes, and only one course of study for all the candidates of each class; but the professors of literature and mathematics shall be empowered to exclude from the examinations all who are deemed by them unfit; and these officers shall be liable to censure if they neglect to exercise this power.

6. "No names of candidates shall be published by the Council in the general lists except those of the three highest classes, and none who gain under one-third, or 166.66 marks.

7. "Candidates of the third College class gaining on the aggregate half marks, or 250, to be entitled to scholarships, *as at present.*

8. "Candidates of the second and first College classes to be entitled to scholarships who gain the same proportion.

9. "Gainers of first class senior scholarships to retain, must gain three-fifths, or 300 marks.

10. "Candidates of the first College class, who gain one-fifth mathematics, and seven-tenths literature, or over, (that is, who gain on the aggregate 250, or half marks,) to be entitled to a place in the literature tripos.

11. "Candidates of the first class, who gain one-third, or 100 of the literature standard and three-fourths, or 150 of mathematics, that is, half marks in all, to be entitled to admission to the mathematical tripos.

12. "Candidates of the first class, who gain seven-tenths, or 350 of the aggregate number of marks, to be entitled to admission to both triposes.

13. "Those in either of the triposes shall be published annually in the *Government Gazette* as highly distinguished, and recommended for employment in the service of the State."

The Principal and Head Master of the Kishnaghur College disapproved of the proposed changes. Mr. Rochfort stated, that although he had no doubt that the general examination might be conducted by the officers of each College, yet he considered that it would be more to the credit of the Colleges if the examination questions were prepared, and the results

determined by persons unconnected as instructors with any of them.

He recommended the prescription of the precise and regular course of study in the honor examination of each College, the result to be determined in the same manner as for the general examination.

All the other alterations proposed, Mr. Rochfort regarded as favorable to the students and tending to the improvement of the College establishment.

Mr. Harrison's objections were stronger than those of the Principal, and will best be understood by his own statement of them:

"As to the examinations, I must protest as strongly as I can against making the officers of each College the examiners of the papers of their own boys. I believe it absolutely impossible for an examiner to divest his mind of all prejudice regarding those whom he has daily taught, and with whom he is brought into daily contact, to the great detriment of some, and the unfair advantage of others. This is so thoroughly recognized in the English Universities, that the examiners who are appointed a year previously, are not permitted, either directly or indirectly, privately or publicly, to teach or to aid the studies of those to be examined.

"Under existing circumstances it would appear impracticable to carry out the above rule, still a boy must in the present system be examined chiefly by those not connected with his own College, a great advantage, which the minute proposes to sacrifice. Should the suggested change be carried into effect our examinations would resemble not a general and public University degree examination, to which in point of fairness they are now comparable, but the private College examinations, which are notoriously in disrepute as tests of ability.

"As to any additional influence which is likely to accrue to the Principals from the change, I suggest a greater boon would be conferred by permitting them to grant to those boys who they think would certainly retain their scholarships, but who are prevented by severe sickness from attending the examinations, a free ticket for the ensuing year.

"Regarding the proposal of two courses of reading, I speak with more diffidence, but I think the necessary consequence is that if boys are allowed

to retain their scholarships by passing the ordinary examination, they will not trouble the Honour Tripos, *i. e.*, the mathematical standard at least will fall *much below* what it was in the year 1847. Now so few students find employment in the Government offices, that the field open to them on leaving the Colleges, is either the Education Department, the Railway and Civil Engineering, or the Electric Telegraph Department, in all of which mathematical knowledge is of the highest importance, and it ought to be remembered, that although by subsequent reading, a young man may easily extend his knowledge of literature, yet the difficulties which beset him in mathematical study are so great as to cause any but the most persevering, when deprived of the aid of a master, to give it up in despair.

"The present course of reading, though perhaps it might be improved by a different arrangement of the subjects, is certainly very good, and not beyond the intellect and capacity of the generality of scholars.

"Now that education is so widely spreading, and the number of schools increasing, it would surely be unjust as well as unnecessary to lower the standard attainable in the Government Colleges, which are and ought to be of a higher class than either the public or private schools. In mechanical skill and capability of acquiring high scientific knowledge the Bengali is not a whit behind the European, indeed on the average far superior. If then there be any failure imagined in the examination returns, it is not, I think, in the subjects being beyond their comprehension, but in so large a proportion of marks, (two-thirds) being required on a few questions arbitrarily set and arbitrarily examined."

After careful consideration and discussion, it was determined by the Council to make no present change in the senior scholarship system and standard, as the operation of the late President's minute for another year would, in all probability, show more clearly not only the necessity for a change, but the nature of the change required.

With reference to junior scholarships, it was resolved at once to place them in the hands of the officers of the different Colleges, and for Zillah Schools in those of the Local Committees. This, although it will render it impossible to prepare a comparative list of the junior scholars of the different Institutions, will, it is hoped, be attended with benefit in

giving the local officers connected with the Mofussil Schools, a greater and more immediate personal interest in their respective charges, than is accomplished by the existing system.

Standard for 1853.

The undermentioned subjects were selected for the senior and junior English scholarships of 1853:

Senior Scholarships.

FIRST CLASS.

Literature.

Prose.—Bacon's Essays.

Poetry.—Shakspeare's Henry the 8th.

The first two Books of Milton's Paradise Lost, as in Richardson's Selections.

History.—The first three Chapters of Macaulay's History of England.

Moral Philosophy.—Smith's Moral Sentiments.

Political Economy.—Smith's Wealth of Nations, Vol. I.

Mathematics.

Differential and Integral Calculus.

Optics, (as in Potter.)

Astronomy, (as in Brinkley.)

SECOND CLASS.

Literature.

Same as first Class, with the exception of Smith's Wealth of Nations.

Mathematics.

Newton's Principia, (as in Goodwyn or Evans.)

Doctrine of Limits and Elements of Differential and Integral Calculus.

Analytical Geometry and Spherical Trigonometry.

Hydrostatics, (as in Webster.)

THIRD CLASS.

Literature.

Prose.—Bacon's Essays.

Poetry.—Childe Harold, Canto 3rd, as in Richardson's Selections.

Moral Philosophy.—Smith's Moral Sentiments.

History.—The first three Chapters of Macaulay's History of England.

MATHEMATICS.

Conic Sections, (as in Goodwyn.)
Theory of Algebraical Equations.
Mechanics, (as in Potter and Snowball.)

FOURTH CLASS.

LITERATURE.

Prose.—Addison's Spectator from the end of the Criticism on Milton, (Calcutta Edition.)

Poetry.—Akenside and Johnson, as in Richardson's Selections.

MATHEMATICS.

Euclid, Algebra, Plane Trigonometry.

Junior Scholarships.

LITERATURE.

Prose.—Selections from Goldsmith's Essays, (Calcutta Edition.)

Poetry.—Selections from Pope, Prior and Akenside, Poetical Reader No. 3, Part 2nd, (last Edition.)

History.—Keightley's History of England.

Grammar.—Crombie, Part II.

Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI. and XI.

Algebra, to the end of Simple Equations, Arithmetic and Elements of the Theory of Numbers.

BENGALI.

Eshwar Chunder Shurma's Betalpunchabinsatee, 2nd Edition.

Bengali Grammar.

It was, however, represented to the Council, that it was impossible in the time allowed, to teach efficiently the amount of mathematics contained in the course. After a careful consideration of the subject by the Mathematical Professors of the Hindu, Hooghly, Dacca and Kishnagur Colleges, it was resolved to curtail the quantity, and to eliminate those subjects that could most easily be omitted, without injury to the scheme of study as a whole.

The following revised standard was therefore promulgated immediately after the close of the session.

Senior Scholarships.

FIRST CLASS.

LITERATURE.

Prose.—Bacon's Essays.

Poetry.—Shakspeare's Henry the 8th.
The first two Books of Milton's Paradise Lost, as in Richardson's Selections.

History.—The first three Chapters of Macaulay's History of England.

Moral Philosophy.—Smith's Moral Sentiments.

Political Economy.—Smith's Wealth of Nations, Vol. I.

MATHEMATICS.

Differential and Integral Calculus.
Optics, (as in Potter.)
Spherical Trigonometry and Astronomy, (as in Brinkley.)

SECOND CLASS.

LITERATURE.

Same as first Class, with the exception of Smith's Wealth of Nations.

MATHEMATICS.

Newton, (Sections I., II. and III.)
Elements of Differential Calculus.
Hydrostatics, (as in Webster.)

THIRD CLASS.

LITERATURE.

Prose.—Bacon's Essays.

Poetry.—Childe Harold, Canto 3rd, as in Richardson's Selections.

Moral Philosophy.—Smith's Moral Sentiments.

History.—The first three Chapters of Macaulay's History of England.

MATHEMATICS.

Analytical Conic Sections.
Mechanics, (as in Potter or Snowball.)

FOURTH CLASS.

LITERATURE.

Prose.—Addison's Spectator from the end of the Criticism on Milton, (Calcutta Edition.)
Poetry.—Akenside and Johnson, as in Richardson's Selections.
History.—Keightley's History of England, Vol. II.

MATHEMATICS.

Euclid, Algebra, Plane Trigonometry.

Junior Scholarships.

LITERATURE.

Prose.—Selections from Goldsmith's Essays, (Calcutta Edition.)
Poetry.—Selections from Pope, Prior and Akenside, Poetical Reader No. 3, Part 2nd, (last Edition.)
History.—Keightley's History of England, Vol. I.
Grammar.—Crombie, Part II.
Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI. and XI.
Algebra, to the end of Simple Equations, Arithmetic.

BENGALI.

Eshwar Chunder Shurma's Betalpunchabinsatee, Second Edition.
Bengali Grammar."

The following scheme of the public examination of 1852, was published for general information:

Scholarship Examinations of 1852.

"1. The examination of the pupils of the Hindu College for senior and junior English scholarships and of candidates for insertion in the lists directed to be furnished by the Council of Education, in

accordance with the Resolution of October 10th, 1844, will be held in the Town Hall, upon the dates and at the hours specified below:

Dates.			Subjects.	
			Senior Scholarships.	*Junior Scholarships.*
Tuesday,	Oct.	5th, ...	Literature Proper, ...	Grammar.
Wednesday,	„	6th, ...	Mental and Moral Philosophy,	History.
Thursday,	„	7th, ...	History, ...	Mathematics.
Friday,	„	8th, ...	Pure Mathematics, ...	Geography.
Saturday,	„	9th, ...	Mixed Mathematics, ...	Translations.
Monday,	„	11th, ...	English Essay, ...	Literature.
Tuesday,	„	12th, ...	Vernacular or Latin Essay.	

"The examinations will be held daily from 10 A. M. to 1½ P. M., and from 2 P. M. to 5½ P. M. precisely, at which hours all answers to the morning and afternoon papers, respectively, must be given in. Candidates are recommended to be in attendance a quarter of an hour earlier than the beginning of each examination, in order that no time may be lost in taking their places.

"2. The subjects for the Essays will be set, and the papers of questions will be prepared, in strict accordance with the scholarship rules, by the gentlemen whose names are appended to each:

English Scholarships.

Senior.

English Essay, ...	G. Lewis, Esq.
Rhetoric, ...	J. Kerr, Esq, M. A.
Literature Proper, ...	G. Lewis, Esq.
History, ...	J. Sutcliffe, Esq., B. A.
Pure Mathematics, ...	A. S. Harrison, Esq., B. A.
Mixed Mathematics, ...	
Vernacular Essay, ...	Pundit Eshwar Chunder Bidyasagur.
Latin Essay, ...	J. Kerr, Esq, M. A.

Junior.

"The questions for junior scholarships will be set and the answers examined by the officers of the different Colleges for their own Institutions, in strict accordance with the existing standards and rules on the subjects.

"The Local Committees will perform the same duty for the respective Zillah Schools over which they preside:

Arabic Scholarships.

Calcutta Mudrissa, ...	Senior and Junior.	Dr. Sprenger.
Hooghly Mudrissa, ...	Senior and Junior.	

Sanscrit Scholarships.

Senior and Junior, ... Major G. T. Marshall.

"3. The following subjects were selected in 1851 as the Standard in Literature, History, Pure and Mixed Mathematics, from which the examination papers of the present year will be prepared:

Senior Scholarships.

FIRST CLASS.

Literature.

Prose.—Johnson's Rambler.

Poetry.—Shakespeare's Macbeth.

History.—Guizot's History of the English Revolution, (European Library Edition.)

Hallam's Constitutional History of England, from the Accession of Charles I. to the Restoration of Charles II.

Mental Philosophy.—Stewart's Elements of the Philosophy of the Human Mind, Part 1st.

Political Economy.—Jones on Rent.

Mathematics.

Differential and Integral Calculus.
Optics, (as in Potter.)
Astronomy, (as in Brinkley.)

SECOND CLASS.

Literature.

Same as First Class, with the exception of Hallam and Jones.

MATHEMATICS.

Newton's Principia, (as in Goodwyn or Evans.)
Doctrine of Limits and Elements of Differential and Integral Calculus.
Analytical Geometry and Spherical Trigonometry.
Hydrostatics, (as in Webster.)

THIRD CLASS.

LITERATURE.

Prose.—Johnson's Rambler.
Poetry.—Richardson's Selections from Thomson.
History.—Elphinstone's History of India, Vol. II. to end of Book IX.
Mental Philosophy.—Abercrombie's Moral Feelings.
———— Intellectual Powers, Part V.

MATHEMATICS.

Conic Sections, (as in Goodwyn.)
Theory of Algebraical Equations.
Mechanics, (as in Potter and Snowball.)

FOURTH CLASS.

LITERATURE.

Prose.—Selections from Goldsmith's Essays, (Calcutta Edition.)
Poetry.—Richardson's Selections from Thomson.
History.—Elphinstone's History of India, Vol. II. to the end of Book IX.
Mental Philosophy.—Abercrombie's Moral Feelings.
———— Intellectual Powers, Part V.

MATHEMATICS.

Euclid, Algebra, Plane Trigonometry.

Junior Scholarships

LITERATURE.

Prose.—Moral Tales, Encyclopædia Bengalensis, No. X.
Poetry.—Selections from Pope, Prior and Akenside, Poetical Reader No. III, Part II., (last edition.)
History.—Keightley's History of England.
Grammar.—Crombie's Etymology and Syntax, Part III.
Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI. and XI.
Algebra to the end of Simple Equations.
Arithmetic and Elements of the Theory of Numbers.

BENGALI.

Eshwar Chunder Shurma's Betalpunchabinsatee, (Second Edition.)
Bengali Grammar.

"4. The senior scholarship answers will be examined by the gentlemen who set the questions; the junior scholarship answers will be examined by the officers of the respective Colleges; those of the Branch Schools will be examined by the officers of the Colleges to which the Schools are attached and those of Zillah Schools will be examined by the Local Committees presiding over them.

"The Sanscrit and Arabic scholarship answers will be examined by the gentlemen whose names are mentioned above, in connexion with each respectively.

"All reports of the results of the examinations are to be furnished before the end of the long vacation."

Reports of Examiners. Subjoined are extracts from the reports of the various examiners.

Mr. Kerr, the examiner in Mental Philosophy and Political Economy, reported as follows:

"Of all the senior candidates, the two best, in my opinion, are Mohendro Laul Shome, of the Hindu College, and Dwarkanath Mitter, of the Hooghly College, and these two are as nearly as possible equal.

"There are in nearly all the answers some errors of expression which are in many cases slips of the pen, and with a little care, might easily be avoided. Of those performances which are in other respects of high merit, that of Dwarkanath Mitter appears to be the best in point of composition, bearing the stamp of originality without stiffness, and being, to a great extent, free from every kind of grammatical error. Some of the best of the candidates make 'phenomena' singular instead of plural, which was scarcely to have been expected, considering that the word occurs so frequently in scientific treatises. One of the candidates

speaks of the commencement of an 'area' in which the world will advance with rapid strides. This is evidently a slip of the pen; but still it is desirable to avoid such errors; when they are numerous, the examiner is reluctantly compelled to judge less favourably. The composition of the students of the Dacca College is disfigured with more errors of this kind than in the other Colleges. There are, however, some honourable exceptions, particularly Omachurn Doss, of the first class, and Carrapiet Stephen and Sreckanth Banerjee, of the second class.

"The examiner has had his attention drawn as on some former occasions, to the good memory of some of the candidates. It would not be difficult to give specimens in which Stewart's words are quoted with the closest accuracy, but to do so would occupy too much space. It may be observed that it is only an inferior class of students that fall into this mistake. All the most proficient students, while they receive, as they must do, facts and ideas from books, re-produce the information which they have acquired, in a new form; showing that what they have read has not simply been lodged in the memory, but has been thoroughly understood.

"None of the questions in Mental Philosophy are answered by all in so satisfactory a manner as the fourth, in which the candidates were required to give a brief sketch of Stewart's observations on what he calls 'casual associations,' and to say whether a careful perusal of Stewart's remarks on this subject was likely to have a beneficial effect in clearing the mind of certain popular errors and superstitions. The following remarks of Hurrysunker Dutt are a favorable specimen of the answers to the latter part of the question:

"'These casual associations have given rise to some superstitious beliefs. When a man, for instance, begins a transaction on a certain day of the week, say Monday, and gains, by some happy coincidence of circumstances, or by his own exertions, the object of his desire as he wished, he is apt to attribute the success of his design to some property, if I may say so, of the Monday, on which he commenced his transaction, and ever after regards that day as the lucky day. In the same way men determine their unlucky days, in which they meet with some misfortune or other.

"'In this country there are some, who, when they rise from their beds in the mornings, mark and remember the man whose face they see first, and according as they pass the day in peace or trouble, conclude *that face* as propitious or unpropitious.

"'A careful persual of Stewart's observations on this subject will give a thorough insight into the truth of the case, and will doubtless clear the mind of these errors.'

"The answers in Political Economy are as good as was expected. There are of course defects, particularly in the answers to the third and fifth questions. In the third question, the students were required to state what the effect would be on the price of food of a relinquishment of the Land Revenue in this country. To most of them it appeared that the land would let for so much less, and that the price of food would be diminished exactly in the same proportion. The most successful answer is that of Omachurn Doss, of the Dacca College. But even some of the least satisfactory answers show no little talent. The Council may observe this in the answers of Mohendro Laul Shome. He appears not to have been prepared for the question, and to have never thought on the subject before. But, however unsatisfactory the solution may be, there is unmistakable evidence of mind in the writer, trying its best to solve a difficult problem. Many fail entirely in answering the fifth question. The best answer seems to be that of Mohendrolaul Shome. Dwarkanath Mitter fails here, but he succeeds very well in the fourth question.

"It has appeared to the examiner, that the answers of the students of the Dacca College in Political Economy, are superior to what they are in Mental Philosophy. From whatever cause it may arise, they appear to be more familiar with the former subject, and to have studied it more carefully in the course of the year.

"The papers which may be printed, if the Council should consider them worthy of it, are those of Dwarkanath Mitter and Brojonath Mookerjee, in Mental Philosophy, and those of Mohendro Laul Shome and Omachurn Doss, in Political Economy."

Mr. Lewis submitted the following remarks on the examinations in Literature and the English Essay:

"The answers of the senior students are for the most part creditable to them. Several of the answers to the morning paper are very well written. Those in particular by Mohendro Laul Shome, of the Hindu College, Dwarkanath Mitter, of the Hooghly College, by Rada Gobind Doss, of the second class Hindu College, and Carrapiet J. Stephen, of the same class in the Dacca College, bear the stamp of merit. The marks awarded to these performances approximate so very closely

to equality, that to give the preference to any one of them were to incur the risk of doing injustice to the others. I, therefore, forward a selection from these four answers, with my recommendation that it be printed.

"The afternoon paper in Literature for the senior classes having been set with a view to test the readiness of students in the application of principles, failures in it were numerous. On the whole, the answers of Mohendro Laul Shome are the best, and I advise that they be printed. Not that they are free from mistakes. On the contrary. But they are well calculated, in my opinion, to serve as a specimen of the present state of taste, and criticism in the Colleges. Much, doubtless, is wanting to improve the tone and character of both.

"I recommend that the answers by Thomas Kallonas, of the Dacca College, to the questions on Thomson's Seasons and The Castle of Indolence, be printed.

"In my opinion, it is not advisable to publish fourth class answers.

"The subjects of the Essays were moral in their scope and tendency. I was much gratified, though not surprised, to discover the decidedly superior tone of the opinions and sentiments expressed by the great majority of the Essayists, by the great body of them, I should have said. I give the palm to Mohendro Laul Shome, as senior, and to Mohini Mohun Roy, a very promising student of the Kishnaghur College, as junior essayist.

"I must not omit to remark that the third class students of the Hooghly College answered the questions set for the higher classes, and wrote Essays on the subject selected for the same classes, instead of on that for the class to which they belong. With this exception, the examinations, so far as they have come under my observation, were conducted strictly in accordance with the instructions of the Council of Education."

Principal Eshwar Chundra Shurma's report on the performances of the students in Bengali stated, that:

"The performances of Babus Chundrakant Sen Goopta, Soorjakumar Sen, Pratapnarayan Singh, Matilal Mitra, Deenabundhu Mitra and Sadanand Banerjee, of the Hindu College, of Babu Harishankar Dutt of the Hooghly College, of Babus Kalicharan Chatterjee, Bhoobanmohan Raha and Krishnakumar Sen, of the Dacca College, and of Babus Prasannachandra Roy, Joggeshwar Mookerjee, Kalicharn Ghose,

Brajanath Mookerjee, Sreenath Sen, Mohineemohun Roy, Shashibushan Bhaduri, Nilmani Gangooli, Jagabundhu Mookerjee and Dwarakanath Bhattacharja, of the Kishnaghur College, are very satisfactory. The style of Babu Prosannachandra Roy, of the Kishnaghur College, is so very elegant and idiomatic, and he has grasped the subject so fully, that his Essay has obtained 44 marks out of 50, and stands the very best of the year. Some of the Essays from the Hindu, Hooghly and Dacca Colleges, are so very poor in every respect that I could not persuade myself to give to them any marks at all.

"In conclusion, I beg leave to observe that Kishnaghur is far ahead of the other Colleges in Bengali. Every Essay of that College shows that the due degree of attention is paid to their Vernacular studies by the students of that institution. The lowest number attached to the Kishnaghur paper is 15, which is above the average of the Hindu, Hooghly, and Dacca Colleges. The average of the Hindu College is 13-24, that of the Hooghly College 11-6, that of the Dacca College 12-57, while that of the Kishnaghur College is 28-1."

The examiner on Mathematics remarked that on the whole he thought the papers nearly as good as in former years, especially in the first and second classes in Pure Mathematics, the falling off (if any) being in Natural Philosophy or Mixed Mathematics.

The following is the report of Mr. Hand, the examiner in History, of the junior scholarships:

"In forwarding the numerical results of the junior scholarship examination in History, I regret to have to remark on the inattention to the questions proposed, evinced in the replies of the candidates in general. After reading over nearly two quires of foolscap, for to that length have some of the answers been protracted, the examiner finds he cannot value the paper at more than ten or a dozen marks. When asked what were the claims of the house of Plantagenet to the English Throne, the question is wholly overlooked, and the student writes a history of the wars between Stephen and Maud. When questioned on the condition of Ireland in the reign of Charles 1st and the changes effected there by Cromwell, the answer gives an epitome of the Rebellion, in which there is not the slightest allusion to Ireland. When asked what part the Scots took in the Revolution, the examiner is favored with a sketch of the

French Revolution. The above are instances wherein the question is misapprehended and the answer worthless, not, it may be, from ignorance, but from a slovenly inattention, which is the more culpable, inasmuch as the questions could not have been more distinctly proposed. Most of the candidates are evidently out of their element in a written examination.

"The remedy for this is a written examination every month of the session, of those pupils who are eligible for junior scholarships. Two or three questions in each subject are sufficient, and these should be restricted to the month's lesson. The teacher should correct and return the answers, but prominent defects should be commented on in general terms to the class; I mean without reference to the particular paper wherein the mistake occurs."

The following are the scholarships awarded in the Colleges and Schools referred to:

Hindu College.

Senior Scholarships.

FIRST CLASS.

Mohendro Laul Shome.

SECOND CLASS.

Radha Gobind Doss.
Rajendernath Mitter.
Bromomohun Mullick.
Protab Narain Singh.
Taracnath Mullick.

THIRD CLASS.

Denoobundhoo Mitter.
Mohendro Lall Sircar.
Taracknath Sein.
Denonath Mitter.

FOURTH CLASS.

Suddanund Banerjee.

Junior Scholarships.

Toolsee Doss Seal, ...
Dwarkanath Chuckerbutty, ...
Beer Chunder Mitter, ...
Teen Cowrie Ghose,... ... ...
Radhanath Paul, ...
} Fourth Class College Department.

Denonath Gangolee,... ... ...
Hem Chunder Dutt, ...
Sham Lall Paul, ...
Hurrynath Buttacharjee, ...
Sreenath Mitter, ...
} School Department.

Calidas Chatterjee, ...
Judonath Ghose, ...
Chunder Coomar Paul, ...
Dwarkanath Sein, ...
Gopal Chunder Bose, ...
Hurry Mohun Banerjee, ...
Kasinath Ghose, ...
Judonath Sein, ...
Ashotosh Dutt, ...
Gopal Chunder Sircar, ...
Denonath Chunder Sett,... ... ...
Bhoyrub Chunder Banerjee, ...
Bassa Deb Bhuttacharjee, ...
Nilmadhub Bose, ...
} Free Scholars.

Hindu College Branch School.

Koylash Chunder Mitter. | Judo Gopaul Bose.
Chonee Lal Mullick.

Howrah School.

Denobundoo Dutt.

Hooghly College.

Senior Scholarships.

FIRST CLASS.

Dwarkanath Mitter. | Prosonno Chunder Shome.
Kedarnath Dutt.

SECOND CLASS.

Prosonno Coomar Mozumdar. | Nobin Chunder Ghose.

THIRD CLASS.

Nil Chunder Banerjee. | Hurry Sunker Dutt.

Junior Scholarships.

Shama Churn Doss. | Rajendro Mullick.
Radhagobind Mullick. | Gopal Chunder Bose.
Ishan Chunder Mitter. | Pertaub Chunder Banerjee.
Shamloll Shome. | Gonesh Chunder Chatterjee.
Unnodaprosad Ghose.

Midnapore School.

Juddonath Banerjee. | Koormedad Churn Bose.
Shamsoonder Doss.

Baraset School.

Jodoonath Banerjee, ... } Gain.
Taraprosunno Banerjee, ... } Gain.
Gobind Chunder Banerjee, ... } Gain.
Dwarkanath Banerjee, ... } Gain.

Ram Chunder Doss, ... } Gain Free Scholarships.
Kedarnath Chatterjee, ... } Gain Free Scholarships.
Kallynath Mitter,... ... ... } Gain Free Scholarships.
Chundronath Banerjee, ... } Gain Free Scholarships.
Kally Bromho Banerjee, ... } Gain Free Scholarships.
Parbuttychurn Bhuttacharjee, ... } Gain Free Scholarships.

Dacca College.

Senior Scholarships.

FIRST CLASS.

Koylas Chunder Ghose.

SECOND CLASS.

Cally Churn Chatterjee. | Sreenath Banerjee.
Nil Comul Roy.

THIRD CLASS.

Thomas Kallonas.

Junior Scholarships.

Greeja Sunker Doss.	Casee Kinkur Sein.
Callee Prosunno Roy,	Terpoorah Churn Doss.
Raj Mohun Bose.	Bolye Churn Bysack.
Obhoy Churn Doss.	Gobind Persaud Chuckerbutty.
Tarinee Persaud Roy.	Ruhim Khan.
Alfred Tydd.	J. E. Cooke.
Anund Chunder Sein.	Bharut Chunder Doss.
Sunul Chunder Doss.	Anund Mohun Moozoomdar.
A. J. Stephens.	Brijo Laul Moitry.
Chunder Kant Doss.	Kistoo Coomar Bysack.
Chunder Coomar Roy.	Hurris Chunder Surma.

Chittagong School.

Sibsunker Sen.	Sunut Chunder Sen.
Grish Chunder Sen.	George Dias.

Moteelal Mookerjee.

Commillah School.

Kisto Chunder Chuckerbutty.	Rausmohun Chuckerbutty.
Omachurn Mookerjee.	Greesh Chunder Dutt.
Mahomed Azghur.	Gobindoprosad Doss.
Poorno Chunder Burdhen.	Joychunder Mullick.
Goureeprosad Doss.	Nobocoomar Shome.
Kassey Chunder Dutt.	Goloke Chunder Gohoo.

Nilmoni Doss.

Sylhet School.

Koomulnath Ghose.	Buddynath Day.
Moheschunder Shurma.	Joychunder Surmah.
Kalinath Ker.	Goluckchunder Dutt.
Moothoranath Ghose.	Radhachurn Day.

Bauleah School.

Doorganath Talapatra.	Raj Chunder Sandyal.
Raj Coomar Roy.	Kalinath Sircar.

Hurkissore Bose, ... }
Kederishwer Moitree, ... } Free.
Gopeenath Mookerjee, ... }

Kishnaghur College.

Senior Scholarships.

FIRST CLASS.

Neelmoney Gangooley.

SECOND CLASS.

Shoshee Boshun Bhadoory. | Brijonath Mookerjee.

THIRD CLASS.

Moheenee Mohun Roy. | Dwarkanath Bhuttacharjee.
Juggessore Mookerjee.

FOURTH CLASS.

Cally Churn Ghose. | Hurry Mohun Chatterjee.

Junior Scholarships.

Goorodoyal Singh, (Burdwan Scholar,)	Retain.
Madhub Chunder Chowdry, (Burdwan Scholar,) ...	
Poornanundo Mookerjee, (Bancoorah Scholar,) ...	
Judoonath Roy, (Bancoorah Scholar,)	
Motcloll Chowdhry, (Burdwan Scholar,)	
Eshan Chunder Roy, ...	Gains.
Hurry Churn Doss, (Bancoorah Scholar,)	Retains.
Judoonath Roy, ...	Gain.
Bchareloll Mookerjee, ...	
Denonath Chuckerbutty, ...	
Rajkissen Ghosal, (Baraset Scholar,)	Retains Free Schp.
Moteloll Dutt, ...	Gains.

Hem Chundro Banerjee. | Kally Coomar Sandel.
Omanath Mookerjee.

Bancoorah School.

Sitanath Chatterjee. | Boyrub Chunder Patro.
Gouri Prosad Sirkar. | Juggut Chundro Roy.

Jessore School.

Obhoy Churn Bagdey.	Rajnikanth Ghose.
Soorjoo Coomar Gangooly.	Lokenath Banerjee.

Burdwan School.

Government School.

Copileshur Chowdhry, ...
Luckynarain Roy,... ... ... } Gain.
Jadub Chunder Doss, ...

Rajah's School.

Mukhum Loll Ghose, ...
Kallee Coomar Chuckerbutty, ... } Gain Free Tickets.
Koonjo Beharee Biswas, ...

Bhaugulpore School.

Pursottum Sein, ...
Moheim Chunder Mookerjee, ... } Gain.
Open Narain Sircar, ...

Gobind Chunder Chuckerbutty. | Woomachurn Bose.

The detailed results of the scholarships enumerated above, will be found in the tabular statements appended to this report.

The decision of the results has been in accordance with the provisions of the late Mr. Bethune's Minute.

The standard required for gaining and retaining senior scholarships has been slightly relaxed by the Council, in consequence of a partial failure in Mixed Mathematics and the Vernacular Essay. This relaxation was determined at a conference between the Council and the Senior Scholarship examiners, with the exception of Mr. Lewis, who was at too great a distance to be summoned. The general result of the year was found to be one of decided progress, and the

boys to whom scholarships have been assigned were considered fully deserving of them.

The awards of the junior scholarship examiners have all been confirmed, and are also in accordance with the provisions of Mr. Bethune's Minute.

Government Book Agency.

During the past year the Government Book Agency was placed under the immediate control of the Council, and in consequence of the responsibility and laborious nature of the duties of the Agent, a salary was attached to the appointment.

The following additional rules regarding the supply of books were promulgated for general information and guidance:

1. All regular indents for books required in the Government Schools and Colleges of Bengal are to be furnished half-yearly, in January and July, and at no other time.

2. The books of the July indent are to be for the next ensuing session, and not to be transmitted from the Agency until the close of the rains, or in sufficient time to reach the college or school upon its re-opening after the long vacation.

3. All indents for prize books are to be sent in *immediately* after the close of the session, on the 30th of September of each year.

4. No Books of any description are to be despatched from the Book Agency *during* the rains, except in cases of great emergency, of which the Book Agent will decide.

5. Officers in charge of Vernacular Schools are to indent only for such books as are actually required for use in the Schools in their respective divisions, and not to accumulate large collections of books to be afterwards returned to the Agency more or less damaged, as "no longer of any use" or "not required."

6. No College or School is on any account to overdraw its assigned book allowance; and no books are to be supplied to Vernacular Schools, against which there is an outstanding balance exceeding 100 Rupees.

7. The Book Agent will reject at once all indents in which these rules are not strictly attended to.

The amount realized by sale of books is gradually and steadily increasing, and as the greater part of the allowance for Colleges is now expended in additions to their libraries of standard works of reference and interest, the means of access to very extended and valuable sources of study will ere long be afforded to the students of all our Colleges.

The school libraries at present chiefly consist of works of reference for the masters, with a few books of general interest to pupils, who can only possess a very moderate acquaintance with the English language at the time of their transfer to the central colleges.

Committee of examination of Candidates for employment in the Education Department.

The examining committee met four times during the session; twenty-six candidates presented themselves for examination, of whom eleven obtained certificates.

The great existing difficulty experienced by the Council is in procuring good teachers for the lower classes, well acquainted with their own Vernacular languages. It is scarcely possible to imagine the great amount of ignorance of their own tongue, which prevails even among educated Natives. The system of teaching Bengali by the old class of Pundits has failed so entirely, as to induce the Council to suppress these useless offices as they gradually fall vacant, and to insist upon all Native masters possessing such a knowledge of their mother tongue, as to enable them to teach the very moderate acquaintance with it, which is required in Zillah Schools.

It is hoped and believed that a rigid adherence to this system will, in time, remove a defect which at present impairs the efficiency of our system of instruction.

Donations.

The residents of Dacca continue to exhibit the same lively interest in the success of their College as has been manifested for some years past. The

special report of the Dacca College contains a liberal list of prizes bestowed by them.

Prince Mahomed Keikobad placed the sum of two hundred rupees at the disposal of the Council, to be awarded to the student of the Hooghly and Calcutta Mudrissas who should write the best essay in Persian on "The sciences and languages most suitable for cultivation by Moohummudans at the present time, with reference to their future advancement in life." The award of the prize belongs to the transactions of the next year.

The Hon'ble President of the Council presented a gold medal to the best student of the law class, the award of which is likewise beyond the period of the present narrative.

Mr. David Money's gold medal for the best English essay of the Hooghly College has been gained during the past year by Dwarkanath Mitter.

Conduct of Officers.

The conduct of the various officers attached to the Institutions under the charge of the Council has been most satisfactory during the past year, and the result of the examinations has shown that their duties have been faithfully and zealously performed.

To most of the Local Committees the Council are indebted for much assistance in the management of the Institutions under their charge.

As much of the success of education in the Mofussil depends upon the countenance afforded to it by the Civil Officers of the Government, the Council are glad to have it in their power to record their approval of the performance, of what they cannot but consider a very important part of the duty, of the Officers referred to.

Since the transfer of the Vernacular Schools to the charge of the Council, much assistance in their management has been received from the Collectors in whose charge they are

immediately placed, particularly from Messrs. H. V. Bayley, G. F. Cockburn, the Hon'ble E. Drummond and Mr. E. Jackson.

Visitation of Schools

During the past year, the Hooghly, Kishnaghur and Dacca Colleges, with the Midnapore, Cuttack, Pooree (Vernacular,) Baraset, Jessore, Furreedpore and Burdwan Schools, were visited and inspected. The result of the inspection is contained in the reports of the Institutions referred to.

In consequence of the report respecting the Burdwan School showing that ample provision for the education of the people of that district existed independently of the Government Institution, it has been closed; the Rajah of Burdwan having pledged himself to place his school on a more efficient footing, and to afford in it an education to all really desirous of obtaining it.

Vernacular Schools.

In April last, the Vernacular Schools were transferred from the charge of the Sudder Board of Revenue to that of the Council. Immediately on taking charge, Circular No. 4, of 1852, (at page clxxii of the Appendix,) was addressed to the different Collectors, calling for information upon the actual present state of all these Institutions.

The information required was furnished at too late a period to enable the Council to report upon the subject in the present statement. Most of the schools appear to be in a languishing state, and not to have fulfilled the expectations formed on their establishment.

Education of Moohummudans.

The important subject of the continued failure of all our efforts to impart a high order of English education to the Moohummudan community, still occupies the anxious attention of the Council. As soon as the plans now under discussion are matured, the result will be duly reported for your Lordship's information and orders.

Council's List. Of the candidates for examination in accordance with the provisions of Government General Order of the 10th October 1844, only two were passed as qualified for the second class. Their names are:

Nilmoni Gangoolee,... } *Kishnaghur College.*
Sreenath Sen, ... }

Number of Pupils. During the past year there were in the Government Institutions of Bengal, including the Vernacular Schools, upwards of 11,000 pupils, of whom 103 were Christians, 791 Moohummudans, 189 Arakanese, Mugs, Bhaugulpore Hill boys, and Coles, and the rest Hindus.

Schooling Fees. The amount of schooling fees realized was Company's Rupees 77,106-12-4, against 72,916 of the preceding year. The number of pupils receiving a gratuitous education was 4,947, in addition to 123 scholarship-holders, and 75 free scholars.

Special Reports and Appendix. The special reports of the Colleges and Schools, contain all the detailed information regarding them, which it was considered necessary to record. In the Appendix, in addition to the scholarship returns, circular orders and financial statement of the year, is a series of statistical tables, exhibiting the number and religion of the pupils, the expenditure, schooling fees, scholarship-holders, and average annual cost of educating each pupil in all the Government Colleges and Schools, from their origin to the close of 1851, given year by year, for every year as far as could be ascertained from the records. The statement is imperfect, from the extreme carelessness with which some of the records have been kept; yet, in spite of its incompleteness, it contains valuable and interesting information for future reference. An attempt was made to ascertain from these returns the actual number of pupils who

had received an education in the Government Schools, but it was found impossible from such data to obtain even an approximation to a correct result. In our next report an analysis of the statistics of the department will be given.

Conclusion. In conclusion, we hope that our labours during the past year will meet with your Lordship's approval, and that you will concur with us in considering the present state and prospects of education in Bengal to be satisfactory.

We have the honor to be,

My Lord,

Your Lordship's most obedient, humble Servants,

J. W. COLVILE, *President.*
J. R. COLVIN,
J. P. GRANT,
J. FORSYTH,
RUSSOMOY DUTT,
RAMGOPAUL GHOSE,
AUSHOTOSH DEY,
} *Members.*
FRED. J. MOUAT,
Member and Secretary.

FORT WILLIAM,
September 30th, 1852.

SPECIAL REPORTS

OF

COLLEGES AND SCHOOLS.

Calcutta Mudrissa.

SEVENTY-FIRST YEAR.

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Dr. A. Sprenger, ...	*Principal*,...	300	7th Nov. 1850.
Mouluvee Sudeedood-Deen Khan,	*Amern*, ...	225	25th Mar. 1851.
,, Moohummud Wujeeh,	*Head Mouluvee*, ...	300	8th Apl 1824.
,, Moohummud Bushee-rood-Deen, ...	*Second Professor*, ...	125	23th April 1850.
,, Noorool Huqq, ...	*Third Professor*, ...	100	1st Mar. 1827.
,, Moohummud Illahadad,	*Officiating Fourth Professor*,...	20	1st June 1851.
,, Khadim Hossain, ...	*First Assistant Professor*, ...	60	5th Feb. 1838.
,, Ujeeb Uhmud,... ...	*Second Assistant Professor*, ...	50	19th Oct. 1844.
,, Jowud Alee, ...	*Third Assistant Professor*, ...	40	13th Mar. 1852.
,, Abdool Hye, ...	*Fourth Assistant Professor*, ...	35	13th Mar. 1852.
Mr. J. Jones, ...	*Head Writer*, ...	40	13th Jan. 1847.
Mouluvee Ujeeb Uhmud, ...	*Librarian*, ...	35	5th Sept. 1831.
Gholam Nubee, ...	*Nazir*, ...	16	1st April 1851.
Twelve Senior Scholarships, ...	... ...	200	
Sixteen Junior Scholarships, ...	... ...	128	
Servants, ...	... ...	83	

Anglo-Arabic Department.

Mr. W. Lawler, ...	*Master*, ...	100	27th Mar. 1849.

English Department.

Mr. J E. Clinger,...	*Head Master*, ...	150	20th Dec. 1846.
Babu Choonee Laul Goopto, ...	*Second Master*, ...	50	18th Oct. 1849.
Deen Moohummud, ...	*Third Master*, ...	30	10th Nov. 1847.
Mooktaram Pundit, ...	*Bengali Master*,...	40	29th June 1843.
Mr. J. Jones, ...	*Librarian*, ...	20	6th Dec. 1846.
Babu Coonjebeharee Chatterjee,...	*Sub-Assistant Surgeon*, ...	25	1st Jan. 1848.
Servants, ...	.. ..	18	

Statement exhibiting the Number, Religion &c., of the Pupils of the Calcutta Mudrissa, as on the 30th September 1852.

INSTITUTION.	Number of Pupils.	Christians.	Moohummudans.	Hindus.	Remarks.
Arabic Department,...	144	0	*144	0	* No new Pupils have been admitted since May 1851, by order of the Committee of Inquiry.
Anglo Arabic ditto, ...	50	0	50	0	
English ditto, ...	44	0	44	0	
Bengali ditto, ...	42	0	42	0	

Statement exhibiting the Number of Scholarshipholders, Pay and Free Pupils of the Calcutta Mudrissa, on the 30th September 1852.

INSTITUTION.	Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
Arabic Department,...	27	0	0	117	144	
Anglo Arabic Department, ...	0	0	0	50	50	
English Department,	0	0	40	4	44	
Bengali Department,	0	0	0	42	42	

Statement of Schooling Fees realized in the English Department from the 1st October 1851 *to 30th September* 1852.

MONTHS.	Amount realized.	Remarks.
October 1851, ...	43 0 0	
November „	45 8 0	
December „	51 8 0	
January 1852, ...	50 8 0	
February „	57 8 0	
March „	46 0 0	
April „	52 0 0	
May „	55 0 0	
June „	55 0 0	
July „	47 0 0	
August „	45 0 0	
September „	43 0 0	
Total, Co.'s Rs., ...	591 0 0	

Statement exhibiting the Number of Students studying different languages on the 30th September 1852.

Sanscrit.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
0	144	*94	0	42	* 50 are Arabic Students studying English in the Anglo-Arabic Department.

Local Receipts and Disbursements from the 1st October 1851 to the 30th September 1852.

Resources of Annual Income.				Nature of Charges.	Actual Charges 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Schooling Fees English Department.	Total.		Items	Total.
				Arabic Department.		
				Principal, ...	300 0 0	3,600 0 0
				Ameen, ...	225 0 0	2,700 0 0
				Head Mouluvee, ...	300 0 0	3,600 0 0
				3 Professors and 4 Assistant Professors,	0 0 0	5,037 15 9
				1 Librarian, ...	35 0 0	420 0 0
				1 Writer, ...	40 0 0	480 0 0
				1 Nazir, ...	16 0 0	192 0 0
				17 Servants, ...	83 0 0	996 0 0
				28 Scholarshipholders, ...	0 0 0	3,818 14 3
				Contingent Charges, ...	0 0 0	291 11 3
				Prizes, ...	12 8 0	150 0 0
32,000	0	591	32,591	*Anglo-Arabic Department.*		
				Master, ...	100 0 0	1,200 0 0
				Contingent Charges, ...	0 0 0	92 8 0
				English Department.		
				Head Master, ...	150 0 0	1,800 0 0
				2nd ditto, ...	50 0 0	600 0 0
				3rd ditto, ...	30 0 0	360 0 0
				Bengali Pundit, ...	40 0 0	480 0 0
				Librarian, ...	20 0 0	240 0 0
				Sub-Assistant Surgeon, ...	25 0 0	300 0 0
				Servants, ...	18 0 0	216 0 0
				Contingent Charges, ...	0 0 0	382 6 9
				Prizes, ...	12 8 0	150 0 0
				Balance in favor of the Calcutta Mudrissa, ...	0 0 0	5,483 8 0
Total, Co.'s Rs.,...			32,591	Total, Co.'s Rs., ...		32,591 0 0

The following is Dr. Sprenger's report—

Changes.

In the month of November 1851, Mouluvee Moohummud Ibraheem, fourth Arabic professor, resigned his appointment, and Mouluvee Moohummud Illahadad was appointed to officiate for him.

In March last Mouluvee Rasheedoon Nubee, third assistant professor, was appointed Moohummudan Law Officer at Hoogly, and Mouluvee Jowad Alee, formerly fourth assistant professor, has succeeded him, and Mouluvee Abdool Hye, a senior Arabic scholarshipholder, has been appointed fourth assistant professor in the place of Jowad Alee.

This Mudrissa as well as the Hooghly Mudrissa stand much in need of an improved plan of study. A report of the principal on the subject was submitted to the Council of Education on the 24th February last, and is under consideration.

General Annual Examination of the English and Anglo-Arabic Departments.

The general annual examination of the English and Anglo-Arabic departments was conducted by Mr. Woodrow, M. A., in September last. His report is as follows:

"At the request of the Secretary of the Council of Education, I examined some of the English classes at the Calcutta Mudrissa, but regret to say that little was elicited from the students worthy of particular commendation. For several years past, the same remark has been made by different examiners, and a suspicion is excited that the system, under which the institution is worked, must be radically defective, as the energy of the masters and the industry of the scholars, would not continually produce such meagre results.

First Class.—"The lower half only of this class was examined, as the upper will enter the general scholarship examination.

"The subjects on which this division, consisting of four students, have been engaged, were as follows:—History of England, as far as the reign of Henry VII.; Selections from Pope and Prior in the Poetical Reader No. 3; Moral Tales; Crombie's Grammar as far as the pronouns; the first three books of Euclid; Algebra as far as Multiplication; Arithmetic, as far as Vulgar Fractions and the Square Root.

"In English History no dates were known, not even that of the Norman Conquest; scarcely any questions were answered correctly. The extent of failure in this subject will be apparent by these examples:

Question.—Who was the father of king Henry I.?

Answers.—Harold—Rufus—Richard the Lion-hearted.

Question.—Who was the son of king John?

Answers.—Richard II.—Henry V.—Edward I.—Edward II.

Question.—Was Richard I. a good and dutiful son?

Answer.—Richard the Lion-hearted *of course* was a good and dutiful son to his father.

"All four were unanimous on this point.

"In Geography there was another failure, even more complete than in History. The prose and poetical subjects were done tolerably well; Grammar fairly, but Mathematics indifferently, as no question in Algebra was fully answered, nor were the propositions in the 2nd and 3rd Books of Euclid attempted.

"I do not recommend any one for a prize.

"The *second class* contains three students who were examined in Gay's Fables, Stewart's History of Bengal, 4 Sections; Lennie's Grammar, as far as the sixth rule of Syntax; Euclid, 25 Propositions; Arithmetic, as far as Reduction; Geography, Stewart's Asia, excepting the remarks. In Poetry they passed fairly, as the subject was short and easy. It had been found necessary during the year to substitute Gay for the Reader No. 3. In History they frequently answered well, but apparently by rote: for instance no one could tell how many times Mahmood of Ghuzni invaded India, but when asked how many expeditions did Mahmood of Ghuzni make into India, they all answered correctly. Grammar and Geography were done tolerably well. Arithmetic and Geometry badly.

"Gholam Kubbeer acquitted himself the best of the three.

"The *third class* contains eight students and answered comparatively better than those above them; the subjects were Poetical Reader No. 1, thirteen lessons; the Azimghur Reader, 28 pages; Catechism of the History of Greece, 23 pages; English Grammar; Clift's Geography, Asia and Europe; Arithmetic, as far as Reduction.

"In explaining the meanings of words they were obliged to use the Hindustani language from their want of fluency in English.

"All the questions from the Catechism of the History of Greece they answered perfectly, but could not go a step beyond. None knew which was the chief city of Attica, or could point out places on the Map.

"I recommend Obeedoollah for the first prize and Attetoor Ruhman for a second.

Anglo-Arabic Department.

"In the Anglo-Arabic Department there is but one master, who, besides contending with the difficulty of teaching fifty boys in all stages of advance, from an incomplete knowledge of the alphabet to the junior scholarship standard, has to suit his hours to the requirements of the Arabic Department, which, on account of the difference of proficiency in Arabic, splits up his classes in English into two or three sub-divisions. The explanation of a difficulty given to one fraction of a class has to be repeated again and again as the other portions come in. The time of the master is thus frittered away, in a manner fatiguing to himself and discouraging to his pupils.

"The system generates a strong temptation to expend on the higher classes the time justly due to the lower, who are thus in every way disappointed and leave the College in despair. This may, perhaps, account for the great decrease during the year in the number of scholars.

"The *first class*, containing three students, will attend the general examination and therefore did not appear.

"The *second*, containing five students, were examined in

Pinnock's History of England, 100 pages.

Crombie's Etymology and Syntax, part 3rd.

Moral Tales in Prose.
Poetical Reader No. 3; Selections from Pope, Prior and Akenside.
Geography, Situation of places in all the Maps.
Euclid, First Book.
Arithmetic, Proportion, Decimal and Vulgar Fractions, Square and Cube Roots.
Algebra, as far as Division.

"The subjects were for the most part done well. Munzoor Ahmed deserves a prize.

"The *third class*, containing 10 students, was examined in the Azimghur Reader, 52 pages. Gay's Fables, Introduction and first thirteen pieces.

Lennie's Grammar, to the end of Syntax.
Geography, Europe, Asia, Africa and Hindustan.
Arithmetic, Single Rule of Three.

"Here again the subjects were fairly done. Abdoor Ruhman deserves the prize.

"I am requested to add, that these classes received respectively but one hour's instruction daily."

As the junior classes of the Anglo-Arabic and of the English departments are not yet sufficiently strong in English to give their examination in that language, the duty of examining them devolved upon the Principal.

Mr. Lawler, the Anglo-Arabic teacher, that is to say the teacher of those students of the Arabic department, who, in addition to their oriental studies, are anxious to obtain a knowledge of English, had at one time no less than one hundred pupils; subsequently they found themselves disappointed in their hopes of being efficiently instructed, the number gradually sunk down to one-half. Even this number, however, is far too large for one master, particularly as owing to the different stages of progress in which the pupils are, he is obliged to divide them into six classes, to each of which he cannot devote more than half an hour a day. If, under these defective arrangements for imparting instruction, the pupils have made any progress at all, it must as much be attributed to their zeal and anxiety to learn English, as to the diligence of the master.

The classes of the Anglo-Arabic department, which I examined, are the following:

"*The Fourth Class.*—Thirteen pupils; average age 14$\frac{2}{3}$ years. They were successful in their examination, having obtained two-thirds of the marks. I beg to recommend Abdoollah for a prize.

"*Fifth Class.*—Ten pupils; average age 12$\frac{3}{4}$ years. Most of them acquitted themselves creditably at the examination. The most deserving among them of a prize is Abdoor Ruhman

Spelling Book. "*Sixth Class.*—Ten pupils; average age 11 $\frac{7}{10}$ years. Some of the boys are smart and likely to make progress.

English Department. "A report of the first and second classes will be given by Mr. Woodrow.

"Deen Moohummud, the third teacher of the English department, has in all thirty-four pupils, whose average age is 12 years. They are divided into four sections; some of them are very young and just beginning to learn spelling, whilst others are able to read and translate easy English stories with considerable fluency. They proved at the examination, that they have done as much as can be well expected of them. I beg to recommend for prizes Abdoor Ruheem, 2nd, Moohummud Ali and Khubeloor Ruhman."

Bengali Department. The annual general examination of the Bengali department was conducted by Pundit Sreesh Chunder Shurma, Professor of literature, Sanscrit College, who reports that the pupils acquitted themselves creditably. Copy of his report is subjoined:

"The students of the first class acquitted themselves very creditably. They read with fluency and accuracy passages selected from the Betal Panchabinsati. The explanation which they gave was perfectly satisfactory. They were required to translate into Bengali a passage from Bagobahar. The exercises were satisfactory, considering that the examinees are Mussulmans, to whom Bengali is not a vernacular.

"The pupils of the second, third and fourth classes, also passed a good examination. These classes were examined in Neetibodha, Monaranjan and Shishoosikha, part 4th, respectively. In explanation and in spelling, the students were very accurate, but their pronunciation was not good and they could not read fluently.

"I would beg to recommend that prizes be awarded to the following:

First Class.

1 Ruhmut Oollah.	3 Khabeerooddeen.
2 Besharut Oollah.	4 Abdool Hameed.

Second Class.

1 Abdool Quader.	3 Abdool Hady.
2 Ahmud Oollah.	4 Moohummud Ali.

Third Class.

1 Alleemood Deen.	2 Obeidoollah.

Fourth Class.

1 Abdoor Ruhman.	2 Mohmood Khan.
	3 Moenood Deen.

"In conclusion I beg leave to observe that the students from the Arabic classes appear to have devoted more attention to their Bengali studies than those from the English classes, and that very few of the latter attended the Bengali class."

Arabic Scholarship Examination. The general and scholarship examinations of the Arabic department of the Mudrissa, were held at the same time, and lasted from the 9th to the 23rd September.

The questions for the scholarship examination were written by me on transfer paper, and lithographed in my house. The answers are proof positive that the candidates found no means of obtaining them before the examination. The pupils here and at Hooghly were examined the same day, and as far as it could be done, the same questions were given to both. The Calcutta students generally surpassed those of Hooghly, though the latter are of longer standing, and on the whole the result was satisfactory, except in algebra and arithmetic; this failure is no doubt to be attributed to the defective instruction in these sciences. Six students, who do not belong to the Mudrissa, competed for junior scholarships, but none of them was successful. A list of students recommended for scholarships, is given below:

General Annual Arabic Examination.

Hidayah.	Logic.
Mootanubbee, 100 p.p.	Algebra.
Euclid, first book.	Translation into Arabic.

"The number of students of the first Arabic class is 15. They are on an average 20 $\frac{6}{12}$ years of age. They all competed for senior scholarships.

"*Second Arabic Class.*—Fourteen pupils; average age 20 $\frac{1}{12}$ years. Two pupils competed for senior scholarships, (one of them successfully) and the others for junior scholarships.

Nooralanwar.	Sharh Wigayah, 2nd vol.
Ashbah.	Arithmetic.
Nafhatool Yaman.	

"*Third Arabic Class.*—Seventeen pupils; average age 17 $\frac{7}{12}$ years. All competed for junior scholarships.

Sharh Wigayah.	Arithmetic.
Nafhatool Yaman.	

"*Fourth Arabic Class.*—Fifteen pupils; average age 16 $\frac{5}{12}$ years. I regret to be obliged to report unfavorably on the progress of this class. I beg, however to recommend Zoolfikar Alee for a prize, he having made much more progress than the others.

Arabic Grammar.
Logic.

"*Fifth Class.*—Nineteen pupils; average age 16 $\frac{6}{12}$. None of these students obtained half the number of marks, Abdool Jubbar has made the greatest progress, and he has been only once absent from the College; and I therefore beg leave to recommend him for a prize.

Kaflyah.
Fosool Akbaree.
Myzán Muntik.

"*Sixth Class.*—Twenty-four pupils; average age 15 $\frac{1}{4}$ years. They acquitted themselves very well in Persian, but badly in Arabic. Abdool Luteef 2nd, surpasses his class-fellows both in Arabic and Persian, and appears therefore deserving of a prize.

Arabic Grammar.
Anwári Sohaylee.

"*Seventh Class.*—Eighteen pupils; average age 13 $\frac{7}{12}$. They were very successful in the examination, having on an average obtained more than two-thirds of the marks. I beg to recommend Ihsanool Huqq for a prize.

Akhlág Mohsinee.

"*Eighth Class.*—Twenty pupils; average age 13$\frac{4}{10}$. They were on the whole successful, having obtained on an average about one-half the marks. I beg to recommend for prizes Basit Allah for great progress, and Ameeroollah for regular attendance, connected with satisfactory progress."

Yusóf ó Zalaykhá. Bostan. Gulistan.

The following is a list of students recommended for Arabic scholarships:

FIRST GRADE, SENIOR SCHOLARSHIPS OF Rs. 20 EACH.

1 Gholam Rubbanee.
2 Abdool Qadir.
3 Dizrool Fiqar Haydar.
4 Gholam Surwar.

SECOND GRADE, SENIOR SCHOLARSHIPS OF Rs. 15 EACH.

5 Khubeerooddeen.
6 Haseebooddeen.
7 Sharáfut Allah.
8 Wujhoollah.
9 Abdoor Ruhman.
10 Inamooddeen.
11 Ashaboddeen.
12 Gholam Mukhdoom.

JUNIOR SCHOLARSHIPS OF Rs. 8 EACH.

13 Abdoollah (Silhetie.)
14 Gholam Akbar.
15 Obeydoollah.
16 Mohd. Ibrahym.
17 Abdoor Rusheed.
18 Kamar Alee.
19 Abdool Humeed (of Kamarlah.)
20 Mahfooz Rubby.
21 Khoda Bukhsh.
22 Abdoor Rawuf (of Beerbhoom.)
23 Abdool Hukeem.
24 Ruhmutoollah.
25 Imdad Alee.
26 Aslahooddeen.
27 Abdool Mujeed (of Islamabad.)
28 Mohd. Hatim.

Two tabular statements showing the number of marks gained by each of the candidates for scholarships, are appended to this report.

State of the Libraries.

The books of the English and Oriental libraries are in good condition. The beams of the English library are still infested with white ants, and the Librarian reports that notwithstanding the utmost vigilance and care, the books are attacked by these destructive insects sometimes during the course of a night. Since the last report, no means has been adopted to remedy this evil, except brushing daily the beams, which proves ineffectual.

State of the Buildings.

The building is in the same state as last reported upon, with an increase of white ants in the beams of the examination hall, two of which are about to be replaced by the Civil Architect, as well as two of the English library and offices.

Russapuglah School.

Managing Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
Captain Orfeur Cavenagh, ...	*Superintendent Mysore Princes*
His Highness Prince Gholam Moohummud,	*Members of the Mysore Family.*
Sahibzadah Moohummud Busheerooddeen,	
Nuwab Khyroollah Khan,	
Sahibzadah Moohummud Jalalloodeen,	

Establishment on the 30th September 1852.

Kallyprussunno Chatterjee, ...	*Officiating Head Master*, .. .	150	2nd Feb 1852.
Hurrynauth Chatterjee, .	*Assistant Master*,	50	21st Jan 1847
Mouluvee Nassiroodeen, ..	*Persian Teacher*,	60	21st June 1848.
Mouluvee Furzund Ally, .	*Officiating Persian Teacher*,	25	20th Mar 1852
Ramchunder Biddaluuker,	*Bengali Pundit*, .. .	50	28th Oct. 1845.
House Rent,	.. ...	60	
Servants, ...	... ...	14	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government		Items.	Total.
			7,200	English Teachers, ...	2,026 5 9	
				Vernacular Teachers, ...	1,743 4 5	
				House Rent, ...	720 0 0	
				Contingencies, ...	954 7 8	
				Government Book Agent,	291 9 6	
						5,735 10 9

The following report on the changes, &c. which have occurred during the last year has been submitted by the Superintendent of the Mysore Princes:

Changes. "The progress which has been made during the past year by all classes in the English department appears creditable both to the pupils and to their instructors Owing, I regret to state, to his severe indisposition, the seminary has, for upwards of 9

months, been deprived of the services of the head master, Mr. Scott; his place has, however, been ably supplied by Babu Kallyprosunno Chatterjee, who was appointed to officiate under the orders of the Council, dated 28th January, and assumed charge early in the following month; I consequently deem it just to take this opportunity of recording my approbation of the zeal and ability he has displayed in the discharge of his duties during the period he has been attached to the institution. The second master, Hurrynauth Chatterjee, has also exhibited a laudable desire to advance in their studies the members of the classes placed under his tuition, and I have every reason to be pleased with his conduct.

"In the Persian department, I am sorry to observe that a sad deterioration is apparent: this may be mainly attributed to the recent influx of Hindu pupils, and the comparative decrease which has taken place in the number of Moohummudan students, more especially amongst the scions of the Mysore Family; with the exception of Prince Gholam Moohummud and the members of the school committee, from whom, especially the former, I have always derived every possible support, none of the Sahibzadahs seem to take the slightest interest in the welfare of the school, and where indifference is shown by the parents, it can hardly be expected that much energy will be evinced by the children, in the prosecution of studies naturally distasteful to lads of their age and habits. Both the Oriental teachers have exerted themselves in the instruction of their respective classes, and consequently, although the standard of attainments in this branch is immoderately low, no blame attaches to them, either as respects want of talents or assiduity.

"In the Bengali department no change has occurred worthy of observation.

"In order to encourage the study of the Arabic and Persian languages, and moreover taking into consideration the liberal feeling which induced the Mysore Princes to throw open to the members of another creed the doors of an institution established solely for the education of their own offspring, I would recommend the payment of fees being in future restricted entirely to Hindus, the privilege of gratuitous admission being restored to the sons of all respectable Moohummudans residing in the vicinity of Russapuglah."

Examination.

The examination was conducted by Captain Orfeur Cavenagh, Superintendent of the Mysore Princes, assisted by Prince Gholam Moohummud, Nuwab Khyroollah Khan, Sahibzadahs Busheeroodeen and Jallalloodeen, Mr. Twentyman and Babu Essurchunde Shaha.

English Department.

CAPTAIN ORFEUR CAVENAGH,
Superintendent Mysore Princes.

"The first English class consists of 11 lads (average age 14 years), of whom three were absent, one, Prosunno Khoomar Ghose, was in attendance at the Town Hall as a candidate for a Junior scholarship. They read with fluency and precision a chapter of the History of England and Nos. 5, 6, and 7, Fables Poetical Reader No. 2, and were subsequently called upon both to spell and give the significations of the most difficult words occurring in the passages they had perused. In this stage of their

ordeal they acquitted themselves most creditably; in their knowledge of grammar, except on the part of the 3 or 4 seniors, the display was not quite so satisfactory. Their answers to all questions both in geography and history were in general correct, in fact in the former particularly so, and the progress they have evinced in that branch of their studies merits approbation. The advance they have made in arithmetic is fair, and they were generally successful in accomplishing the tasks assigned them. The result of the test to which they were exposed in writing from dictation was again unfavorable, not a single paper being free from several errors. The attendance of the lads composing this class has been uniformly regular, and I would beg to recommend the distribution of prizes amongst them as follows:

1.

Reading and Orthography,.. ...	Callyprosunno	Banerjee.
Geography	Ditto	Ditto.
History,...	Ditto	Ditto.

2.

Arithmetic, ... Tarrucknauth Chatterjee.

3.

General Proficiency, ... Moheenee Mohun Bose.

"Second class total number of pupils 9, absent 3, average age 12. The studies are elementary, comprising 58 pages of No. 2 Prose Reader, 19 pages of Lennie's Grammar; 10 pages of Clift's Geography; and addition and subtraction in arithmetic. The class passed a fair examination; the teacher, Babu Hurrynath Chatterjee, appears to have taught his pupils carefully; the best boys are

MR. W. TWENTYMAN.

1 Hamayoonjah. | 2 Yawar Bukth.

3. Farrakth Bukth.

"The first section third class consists of 6 pupils, average age 11 years. These lads as far as they have read have made good progress, Moneeroodeen and Sahibzadahs Hoormooz Shaha and Rowshun Ukter are deemed deserving of prizes.

HIS HIGHNESS PRINCE GHOLAM MOOHUMMUD.

"The second section third class boys have learnt a few pages of No. 1 spelling; examination unsatisfactory, but the examiner was given to understand that these children devote but half an hour a day to the study of English. The best boys are.

MR. W. TWENTYMAN.

1 Kaassooddeen. | 2 Mohendrolaul Sirkar.

Persian Department.

CAPTAIN ORFEUR CAVENAGH, *Superintendent Mysore Princes*

"The first Persian class consists of only 3 members, of whom all were absent owing to indisposition. During the past session, these lads have merely accomplished a few pages of the Unwar-i-Suheli, and consequently, under any circumstances, their performances would merit but little notice.

"The second class comprises 6 pupils, but only four were in attendance (their age averages 11 years.) They were examined in the 14th, 26th and 52nd Fable 1st chapter and 22nd Fable 2nd chapter Gulistan, which they read and translated with tolerable ease and accuracy. Abdool Ruhim and Sahibzadah Hoomayoonjah are each deemed deserving of a reward.

"The third class comprises 10 pupils under the tuition of a probational teacher, Mouluvee Furzundally. Out of the 49 pages of the Gulistan prepared by the class during the session four were selected by the examiner, three lads passed very satisfactorily in reading, orthography and explanation of the portions assigned them, Sahibzadah Hoormooz Shaha was decidedly the best boy of the three, and most deserving of a prize, for which he is accordingly recommended.

Nuwab Khyroollah Khan.

"The fourth class consists of 5 boys, whose ages range from 7 to 11 years They were examined in a work styled 'Nuckuleaut' in the rudiments of the Persian language, and the examiner had every reason to be satisfied with the promptness of their answers. Their manner of reading was as it should be; pronounciation correct, and they evidently understood what they read. Two boys, Shureeatoollah and Mooneeroodeen, were considered the most meritorious and recommended for suitable prizes.

Sahibzadah Busheerooddeen.

"With respect to the attainments of the lads of the fifth class, which consists of 9 pupils, little need be said, as the members of it are mere children, and their studies of a most elementary nature; it is sufficient to observe that they acquitted themselves as well as could be expected, the most proficient among them being Abdool Ghunnee, to whom it is trusted that a prize book may be awarded as a stimulus to his future exertions.

Nuwab Khyroollah Khan.

"The first Bengali class consists of 10 pupils, all of whom, with the exception of Prosunoo Coomar Ghose and Neelmoney Sain, were present. The text book of this class was Probodchundrica, in which they acquitted themselves to the examiner's satisfaction; the answers to the several questions put to them in the explanation of sentences, meaning of words, and spelling were correct and they read several pages of the work above-mentioned with great ease and accuracy. Nobeenchunder Banerjee and Gopaul Chunder Chatterjee showed greater aptitude than the other lads of the class, and it is therefore recommended that the former be awarded the first, and the latter the second prize.

Bengali Department.

Sahibzadah Jalalloodeen.

"The second and third classes containing a total of 15 boys, 3 absent. The examiner reports that the pupils read and explained passages from Nitikotha, part 1st; that they did pretty well, but were rather deficient in spelling. The prize boys in Bengali are

Babu Isserchunder Saha.

1 Juddoonauth Dey. | 2 Hoormooz Shaha.

3 Futtah Allee Shaha."

Hindu College.

SESSION 1851-52.

THIRTY-SEVENTH YEAR.

Managing Committee as on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
The Hon'ble J. W. Colvile, - - -	*President.*
Maha Raja Mahtab Chand Bahadoor, -	*Member and Hereditary Governor.*
Babu Prossunnocoomar Tagore, - - -	*Member and Hereditary Governor.*
F. J. Mouat, Esq., Secy. C. of Education,	*Member.*
Babu Radhamadub Banerjee, - - - -	*Member.*
„ Russomoy Dutt, - - - - - - -	*Member and Secretary.*
„ Srikissen Sing, - - - - - - -	*Member.*
„ Debendanath Tagore, - - - -	*Member.*
„ Asmootoss Dey, - - - - - - -	*Member.*

Statement exhibiting the Number of Students studying different languages in the Hindu College and its Branch Schools on 30th September 1852.

INSTITUTION.	Sanscrit.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
Hindu College, ...	0	0	488	0	488	
Branch School, ...	0	0	453	0	453	
Pautshala, ...	0	0	0	0	215	

Statement exhibiting the Number of Scholarshipholders and Pay and Free Pupils of the Hindu College and its Branch Schools on the 30th September 1852.

INSTITUTION.	Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
Hindu College, ...	*a*28	*b*19	409	32	488	*a* Hindu College, - - 23 Branch School, - - 4 Howrah School, - 1 Total, - 28
Branch School,...	0	0	445	8	453	*b* Hindu College, - - 12 Branch School, - - 3 Barasat School, - - 3 Barrackpore School, 1 Total, - 19
Pautshala, ...	0	0	211	0	215	

Establishment of the Hindu College as on the 30th September 1852.

College Department.

Names.	Designation.	Amount of Salary.	Date of Appointment.
J. Sutcliffe, Esq., B. A.,	*Principal,*	600 0 0	20th Aug. 1852.
J. Rowe, Esq.,	*Professor of Surveying,*	106 10 6	27th Sept. 1883.
W. Theobald, Esq.,	*Professor of Law,*	300 0 0	19th Dec. 1851.
	Total, Co.'s Rs.,	1006 10 6	

Senior Department.

R. Jones, Esq.,	*Head Master,*	500 0 0	13th May 1846.
Mr. C. T. Vaughan,	*Second Master,*	200 0 0	21st July 1848.
Mr. W. Vining,	*Teacher of English Literature,*	200 0 0	21st July 1848.
Babu Ram Chunder Mitter,	*Teacher of Vernacular Literature,*	200 0 0	21st July 1848.
Pitumber Surmono,	*First Pundit,*	35 0 9	9th Mar. 1827.
Gouri Churn Surmono,	*Second Pundit,*	20 0 0	8th Nov. 1844.
	Total, Co.'s Rs.,	1155 0 0	

Junior Department.

Mr. T. H. Sturgeon,	*Second Master,*	175 0 0	22nd Mar. 1844.
Babu Ishur Chunder Shaha,	*Third Master,*	125 0 0	22nd Mar. 1844.
,, Baneymadub Banerjee,	*Fourth Master,*	95 0 0	6th April 1846.
,, Hurrow Chunder Dutt,	*Fifth Master,*	95 0 0	22nd Mar. 1844.
,, Goopeekissen Mitter,	*Sixth Master,*	80 0 0	22nd Mar. 1844.
,, Joygopaul Sett,	*Seventh Master,*	70 0 0	1st Dec. 1847.
,, Sreenauth Bose,	*Eighth Master,*	70 0 0	1st Dec. 1847.
,, Gopaul Chunder Dutt,	*Ninth Master,*	60 0 0	26th Jan. 1847.
,, Gopaul Chunder Banerjee,	*Tenth Master,*	60 0 0	9th Jan. 1847.
,, Prossunno Coomar Surbodicarry,	*Eleventh Master,*	50 0 0	
,, Mohindernauth Roy, (on leave,)	*Twelfth Master,*	50 0 0	
,, Judoonauth Mookerjee,	*Ditto, Acting,*		
Cally Doss Surmono,	*First Pundit,*	20 0 0	9th Sept. 1844.
Prossunno Chunder Goopto,	*Second Pundit,*	20 0 0	26th April 1851.
Luckhynarain Surmono,	*Third Pundit,*	20 0 0	1st Aug. 1842.
Bacharam Goopto,	*Fourth Pundit,*	20 0 0	1st Aug. 1842.
	Total, Co.'s Rs.,	1010 0 0	

Office Establishment.

Babu Hurrow Mohun Chatterjee,	*Asst. Secretary and Cash Keeper,*	125 0 0	24th Oct. 1834.
,, Coonjobehary Chatterjee,	*Sub-Assistant Surgeon,*	50 0 0	12th Sept. 1846.
,, Cully Doss Muzumdar,	*Librarian,*	25 0 0	July 1850.
Three Writers,		46 0 0	
Two Sircars,		24 0 0	
Three Peons,		17 0 0	
Twenty-five Servants,		148 0 0	
Principal's House Rent,		140 0 0	
	Total, Co.'s Rs.,	570 0 0	
	Grand Total, Co.'s Rs.,	2741 10 6	

Establishment of the Hindu College Pautshala as on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Khetter Mohun Dutt,	*Superintendent,*	40 0 0	1st July 1840.
Hurrow Chunder Surmono,	*Head Pundit,*	20 0 0	8th Nov. 1844.
Nemy Churn Dey,	*Second Pundit,*	16 0 0	8th Nov. 1844.
Bissonauth Goopto,	*Third Pundit,*	15 0 0	8th Nov. 1844.
Treeporary Goopto,	*Fourth Pundit,*	10 9 0	23rd Dec. 1849.
Hurrownauth Surmono,	*Fifth Pundit,*	10 0 0	14th Nov. 1848.
Radha Nauth Surmono,	*Sixth Pundit,*	8 8 0	14th Nov. 1848.
Dinno Nauth Surmono,	*Seventh Pundit,*	8 0 0	14th Nov. 1844.
Eight Servants,		35 0 0	
	Total, Co.'s Rs.,	162 0 0	

Establishment of the Hindu College Branch School as on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. W. J. Twentyman,	*Head Master,*	150 0 0	1st Jan. 1848.
Babu Grish Chunder Dey,	*Second Master,*	60 0 0	1st Jan. 1848.
,, Nilmoney Chuckerbutty,	*Third Master,*	60 0 0	30th Aug. 1851.
,, Chunder Mohun Tagore,	*Fourth Master,*	45 0 0	30th Aug. 1851.
,, Nundo Laul Dutt,	*Fifth Master,*	45 0 0	3rd Jan. 1848.
,, Brujo Laul Mitter,	*Sixth Master,*	35 0 0	14th Nov. 1848.
,, Prossunno Chunder Sircar,	*Seventh Master,*	35 0 0	19th July 1852.
,, Judoonauth Shaha,	*Eighth Master,*	20 0 0	14th Nov. 1848.
,, Chundy Churn Dey,	*Ninth Master,*	20 0 0	30th Aug. 1851.
,, Mohesh Chunder Chatterjee,	*Tenth Master,*	20 0 0	3rd Nov. 1848.
,, Chunder Mo hun Banerjee,	*Eleventh Master,*	20 0 0	30th Aug. 1851.
,, Sree Nauth Ghose,	*Twelfth Master,*	20 0 0	30th Aug. 1851.
,, Gopaul Ch "nder Ghose,	*Thirteenth Master,*	20 0 0	30th Aug. 1851.
,, Ram Chunder Paulit,	*Fourteenth Master,*	20 0 0	30th Aug. 1851.
,, Cally Prossunno Ghuttoke,	*Fifteenth Master,*	20 0 0	8th Sept. 1852.
Nobu Canto Surmono,	*First Pundit,*	15 0 0	1st Jan. 1848.
Radhanauth Surmono,	*Second Pundit,*	15 0 0	May 1848.
Rajbulhub Banerjee,	*Third Pundit,*	15 0 0	31st May 1851.
Allowance to the Assistant Secretary Hindu College,		25 0 0	
Seven Servants,		36 3 0	
Education of five Pupils at the Hundu College,		26 10 8	
	Total, Co.'s Rs.,	722 13 8	

Statement exhibiting the Number, Religion, &c., of the Pupils of the Hindu College and its Branch Schools as on the 30th Sept. 1852.

INSTITUTION.	Number of Pupils.	Christians.	Moohummudans.	Hindus.	Remarks.
Hindu College, ...	488	0	0	488	
Branch School, ...	453	0	0	453	
Pautshala, ...	215	0	0	215	

Actual Disbursements of the Hindu College and Pautshala, from 1st October 1851 to 30th September 1852.

Nature of Charges.	Items.			Total.		
Hindu College.	Rs.	As.	P.			
Principal, ...	5,672	4	2			
Ditto's House Rent,...	1,323	8	6			
Professors and Teachers, ...	37,205	11	8			
Pundits.	1,620	0	0			
Office Establishment, ...	3,439	2	6			
Servants, ...	1,727	0	0			
Scholarships,...	5,174	8	8			
Books and Prizes, ...	2,132	10	6			
Contingent Charges, ...	2,872	3	7			
				61,167	1	7
Pautshala.						
Superintendent, ...	480	0	0			
Teachers, ...	1,039	0	4			
Servants, ...	420	0	0			
Books and Prizes, ...	20	0	0			
Contingent Charges, ...	110	0	0			
				2,069	0	4
Total, Co.'s Rs., ...	.....	.....		63,236	1	11
Total of Schooling Fees collected, Hindu College, ...	26,445	12	5			
Pautshala, ...	1,242	15	0			
				27,688	11	5
Total, Co.'s Rs., ...	.....			27,688	11	5

Actual Disbursements of the Hindu College Branch School, from 1st October 1851 to 30th September 1852.

Nature of Charges.	Items.	Total.
	Rs. As. P.	
Head Master, ...	1,800 0 0	
Teachers, ...	5,213 4 5	
Pundits,...	537 0 10	
Allowance to the Assistant Secretary } Hindu College, ... }	300 0 0	
Servants, ...	434 4 0	
Scholarships, ...	358 0 8	
Books and Prizes, ...	104 10 0	
Contingent Charges, ...	379 4 6	
Punkha Pullers, ...	49 11 9	
Education of Pupils at the Hindu } College, ... }	329 0 0	
		9,496 4 2
Total, Co.'s Rs., ...	.....	9,496 4 2
Total of Schooling Fees collected, ...	.....	10,518 14 0

Statement of Schooling Fees realized in the Hindu College, from 1st October 1851 to 30th September 1852.

Months.	Amount realized.
	Rs. As. P.
October 1851, ...	2,191 10 6
November „	0 0 0
December „	4,416 0 5
January 1852,...	2,236 6 1
February „	2,067 1 1
March „	2,502 3 7
April „	2,186 8 10
May „	2,165 10 1
June „	2,027 1 7
July „	2,274 1 7
August „	2,188 14 7
September „	2,190 2 1
Total, Co.'s Rs., ...	26,445 12 5

Statement of Schooling Fees realized in the Hindu College Pautshala, from 1st October 1851 to 30th September 1852.

Months.	Amount realized.		
	Rs.	As.	P.
October 1851, ...	153	11	0
November „	0	0	0
December „	214	1	3
January 1852, ...	123	0	0
February „	59	0	0
March „	120	12	0
April „	113	15	0
May „	88	6	0
June „	83	0	0
July „	76	0	0
August „	123	4	0
September „	87	13	9
Total, Co.'s Rs., ...	1,242	15	0

Statement of Schooling Fees realized in the Hindu College Branch School, from 1st October 1851 to 30th September 1852.

Months.	Amount realized.		
	Rs.	As.	P.
October 1851, ...	791	5	3
November „	0	0	0
December „	1,765	12	3
January 1852, ...	932	12	9
February „	835	0	0
March „	986	8	0
April „	827	14	9
May „	846	14	3
June „	0	0	0
July „	931	5	3
August „	1,748	10	9
September „	852	10	9
Total, Co.'s Rs., ...	10,518	14	0

Changes in the Committee of Management.

Sir J. W. Colvile, by virtue of his office as President of the Council of Education, has assumed the office of ex-officio President of the Committee of Management, and Mr. Beadon has resigned his seat as a Member of the Committee.

Changes in the Instructive Department.

Mr. E. Lodge, Principal of the Institution, resigned on the 2nd of June last. Pending the appointment of a successor, the duties of this office were gratuitously conducted by Mr. Sutcliffe, the professor of Natural Philosophy, and Mr. Jones, the Head Master, until the 20th of August last, when the former was appointed to the post of Principal. Upon Mr. Sutcliffe's promotion, Mr. Rees, before professor of Mathematics, would have succeeded to the Natural Philosophy chair. Mr. Rees, however, has intimated his intention of resigning his post immediately after the vacation,* and the Committee having reported to the Council of Education that the College requires the appointment of a new professor of Literature, rather than a successor to professor Rees in the Mathematical Department, and the Government having intimated its wish that no permanent appointment to the chair of Literature should be made until the arrival of the two professors expected from England, it is proposed, that, for the present, Mr. Sutcliffe, in addition to his duties of the Principal, will conduct the joint duties of the professors of Mathematics and Natural Philosophy, hitherto conducted by himself and Mr. Rees, and also take a part in the instruction of Literature of the College classes, namely, the History and correction of Essays of the first three classes, and that Mr. Robert Hand, who has been appointed by the Council of Education acting assistant professor, shall teach the junior classes of the College Department. On the appointment of a permanent professor of Literature, Mr. Sutcliffe will combine the functions of Principal with those of professor of Mathematics and Natural Philosophy. Mr. Vining, teacher of Literature in the Senior School Department, had leave of absence for 6 months on medical certificate. Mr. J. G. Beanland, of the Kishnaghur College, officiated during his absence. Babu Bonnamally Mitter, 9th master of the Junior School Department, was transferred to the Hooghly College, and Babu Sama Churn Dutt, last master of the same department,

* Mr. Rees has since resigned.

resigned his appointment. The post of the former has been filled up by gradual promotion within the College, and the two last vacant places were supplied by the appointment of Babus Prosunno Comar Surbadikary, late 3rd master of the Junior School Department of the Dacca College, and Mohendernath Roy, an ex-student of the Institution.

Re-Establishment of the Law Class.

The Government was pleased to sanction the re-establishment of the chair of law experimentally for one year, and Mr. Theobald, an eminent barrister, was appointed lecturer. The lectures are delivered twice a week and have been made available to the public, as well as to all the senior students of this and other Government Colleges, the former on a charge of 16 rupees per course, and the latter gratuitously.

Number of Pupils.

On the 30th September the number of pupils on the rolls was 488, *viz*:

In the College Department, ...	62	
Senior School, „	102	
Junior School, „	324	
Total, ...	488	

Classified as follows:—

Scholarshipholders, ...	23	
Branch School Junior Scholars, ...	4	
Howrah ditto ditto ditto, ...	1	
		28
Free Scholars Hindu College, ...	12	
Ditto Baraset School, ...	3	
Ditto Barrackpore School, ...	1	
Ditto Branch School, ...	3	
		19
Free Pupils, ...		32
Pupils promoted from the Branch School, whose schooling fees are paid out of the separate Fund of that school, ...		5
Donation Scholars (schooling fees paid by Government,)		19
Pay, ...		385
Total, ...		488

The above statement shows an increase of 17 pupils over the preceding year, and indicates the continued high estimation in which the Institution is held by the native community in general.

Examinations.

The annual general examination of the Junior School Department was conducted by Mr. Sutcliffe and Mr. Jones, and the result of the examination was given in tabular statements, which exhibit, on the whole, a favorable and satisfactory amount of progress. They are too extended for publication.

The examiners in forwarding the tabular statements remark.—"A reference to the tabular statements will show "that the whole department has passed a satisfactory exami- "nation. There are two classes, however, whose examination "showed that there had been extraordinary exertions on the "part of the masters (Sreenath Bose and Gopal Chunder "Banerjee,) and we considered it due to these masters to "make this favorable mention of their services."

The Vernacular examination of the Junior School Department was conducted by the pundits of the Senior School Department, and the result of the examination is embodied in the tabular statements referred to in the preceding para. They also exhibit a tolerably favorable result.

The first class of the Senior School Department, according to the rules, competed for junior scholarships and the two remaining classes, as also the second and third classes of the Branch School, were examined at the College simultaneously upon the same questions, the same mode of precaution as to access to books, papers, or references of any kind being observed at this examination as in the scholarship examination held at the Town Hall. The questions were set and the answers examined by the gentlemen whose names are appended to each subject:

Mathematics, ...	J. Sutcliffe, Esq.
Literature, ...	R. Jones, Esq.
History, ...	Mr. C. T. Vaughan.
Grammar, ...	Mr. W. Vining.
Vernacular, ...	Babu Ram Chunder Mitter.
Geography, ...	Mr. W. J. Twentyman.

Tabular statements of the result of the examination were forwarded for the information of the Committee and Council.

Senior School.

The following is an abstract of the tabular returns of the examination of the second and third classes of the Senior School, submitted by Messrs. Sutcliffe and Jones:—

"The second class contains 31 pupils, 11 of whom have been absent in the year for periods averaging from 40 to 128 days. At the examination

12 pupils obtained one-half and upwards of the number of marks assumed as the standard of proficiency in all the branches of instruction.

"The return by the Master of the class does not exhibit the ages of the boys, the dates of their admission to the class, and their progress during the year.

"The third class has 42 pupils, whose ages average from 11 to 17 years; one pupil, however, is 20 years old. The Master of the class does not report on their progress. Eleven pupils have been absent from 40 to 152 days. Eleven obtain marks from 40 to 50 out of 80."

The Principal, in forwarding the tabular statements of the result of the examinations of the above classes, remarks—"I regret to have to call the attention of the Committee to "the general failure of the boys in these classes in Literature, "History, Grammar and Geography. This may chiefly be "attributed to the continued absence of Mr. Vining during "the former part of the session, and I hope to be able to "report more favorably of this department after the next "general examination."

Junior School Department.

The following is an abstract of the tabular returns of the examination submitted by Messrs. Sutcliffe and Jones:—

"The first class consists of 27 pupils, whose progress is to be reported mostly 'good.' The absenteeism, considering the number of boys, has been great; nine have been absent during the year 60 days and upwards; ten 40 days and upwards; eight 30 and upwards. At the examinations three-fourths of the aggregate number of marks were obtained by 12 pupils, two-thirds by 12, and one-half and upwards by the rest.

"The second class is divided into three Sections, containing 31, 34 and 36 pupils, respectively. Section A has been tolerably regular in attendance, only four absent 40 days and upwards; in Section B, 13 have been similarly absent; the same number in Section C. The progress of the three Sections is reported in the same terms, mostly 'good,' 'moderate,' 'middling' and 'fair.' In Section A, 18 obtained three-fourths and upwards of the marks at examination; 12 two-thirds and upwards, all the rest one-half and upwards. These proportions are obtained nearly by the next Section likewise. In Section C, 17 obtained three-fourths, and 9 two-thirds and upwards.

"The third class is also divided into three Sections, with 35, 32, and 30 pupils, respectively. Section A has only 9, who have been absent 40 days and upwards; Section B has 12; Section C 5. The marks are pretty equally distributed in all the three Sections; all very creditable, not one pupil getting lower than one-half.

"The fourth class has four Sections, A, B, C, D, with 29, 24, 21 and 25 pupils. The amount of absenteeism is lower in these classes than in those mentioned above. The examinations are satisfactory.

"With the exception of one, that of third class Section A and Section C, the statements from which this report is abstracted do not contain the ages of the pupils; not one has the dates of admission."

In conformity with the recommendation of the examiners, certificates of proficiency in the Senior, and prizes in books in the Junior Department, have been awarded to the undermentioned students :—

Senior School Department.

SECOND CLASS.

Radheka Narain Bose, ...	Literature.
Gopal Chunder Banerjee, ...	Mathematics.
Kishub Chunder Sen, ...	Vernacular.

THIRD CLASS.

Gopal Chunder Chowdery, ...	Literature.
Jadubkissen Ghose, ...	Mathematics.
Kaly Prosunno Ghose, ...	Vernacular.

Junior School Department.

FIRST CLASS.

Wodoynarayen Sing, ...	Literature.
Sreenath Dutt, ...	Mathematics.
Muddonmohun Bose, ...	Vernacular.

SECOND CLASS, SECTION A.

Lallgopal Dutt, ...	Literature.
Preonath Dutt, ...	Mathematics.
Hem Chunder Banerjee, ...	Vernacular.

SECOND CLASS, SECTION B.

Rocoldoss Bose, ...	Literature.
Dwarkanath Chowdery, ...	Mathematics.
Sarodapersad Bose, ...	Vernacular.

SECOND CLASS, SECTION C.

Radhikapersad Sing, ...	Literature.
Tarachand Sirkar, ...	Mathematics.
Aushootosh Goopto, ...	Vernacular.

THIRD CLASS, SECTION A.

Gobind Chunder Addy, ...	Literature.
Sosheebhooshun Mookerjee, ...	Mathematics.
Gonnendermohun Tagore, ...	Vernacular.

THIRD CLASS, SECTION B.

Biressor Bose, ...	Literature.
Aushootosh Bose, ...	Mathematics.
Baneymadub Sen, ...	Vernacular.

THIRD CLASS, SECTION C.

Jogusher Chunder Ghose, ...	Literature.
Mohendernaryen Doss, ...	Mathematics.
Gonnesham Bose, ...	Vernacular.

FOURTH CLASS, SECTION A.

Sosheebhoosan Mookerjee,	... ...	Literature.
Okilnath Roy,	... ...	Mathematics.
Monylall Shaha,	... ...	Vernacular.

FOURTH CLASS, SECTION B.

Gobind Chunder Seal,	... ...	Literature.
Gonesh Doss Khetry,	... ...	Mathematics.
Goopeenath Doss,	... ...	Vernacular.

FOURTH CLASS, SECTION C.

Promothonath Chowdery,	... ...	Literature.
Aunada Churn Mookerjee,	... .	Mathematics.
Gopalkisto Bose,	... ...	Vernacular.

FOURTH CLASS, SECTION D.

Nobin Chunder Boral,	... ...	Literature.
Kessublaul Mookerjee,	... ...	Mathematics.
Monymadub Sen,	... ...	Vernacular.

Scholarship Examination.

All the senior and junior scholarship competitors, as well as those who are candidates for insertion in the list directed to be forwarded in the Resolution of Government, dated 10th October 1844, were, as usual, examined at the Town Hall. There were altogether 90 candidates, and they are of the following classes:—

Hindu College Senior Scholarship Candidates, ...	58
„ Junior Scholarship Candidates, ...	29
Branch School Scholarship Candidates, ...	3
Total, ...	90

The examiners' reports on the various subjects in which the scholars were examined, are contained in the general report of the Council of Education.

Law Class Examination.

The examination of the Law Class recently established, will be held after the vacation, the questions being previously selected and arranged by the Lecturer, with the concurrence of the Hon'ble President. Mr. Theobald reports that he has concluded his lectures for the past course, which consisted of an Introductory one, and twenty Lectures on Contracts, five on Criminal Law and the same number of repetitions, the plan

having been to give on Wednesdays an opportunity of familiarly discussing what was more formally delivered on Saturdays. The attendance of the class was good, and the attention of the pupils has been exemplary, indicating that they like the subject. The books which have been indented for not having yet arrived, the utility of the tuition is much restricted. Mr. Theobald proposes to commence his next course after the vacation, which will embrace Lectures on Contracts and Criminal Law, to those young men who are newly admitted, and continue with the old class with other subjects, and for this purpose he intends to devote three days a week to these Lectures.

Students Left.

The undermentioned scholars have withdrawn themselves from the College during the past session, and are entitled to the usual certificates of proficiency and good conduct:

Senior Scholars.

1 Sreenath Doss.
2 Mudhusuden Chatterjee.
3 Jadub Chunder Ghose.
4 Nobokisto Mookerjee.
5 Tacoor Churn Sen.

6 Hurrukisto Dutt, junior scholar, who has been permitted to join the Medical College with his scholarship made tenable there.

Mudhusuden Chatterjee, (No. 2) has proceeded to join the Civil Engineering College at Roorkee, his expenses having been paid by Government. Sealed papers of questions for his examination were sent down from Roorkee, and his answers being satisfactory, a scholarship in the College has been assigned to him.

Library.

The library is in good condition. Many valuable additions have been made to it during the past year. The Hon'ble President has presented 2 vols. of Smith's Leading Cases for the use of the Law class. A number of law books have been transmitted by the Sudder Board of Revenue from the Board's Library, with the understanding that they are not to be removed from the College but to remain the property of the Board, reclaimable at any time. The Philosophical Instruments are in excellent condition, the additional Instruments ordered out by Mr. Sutcliffe, and referred to in the 16th paragraph of the last Annual Report, have arrived. The balance of expense, Co.'s Rs. 189-10-4, has been paid from the unappropriated balance of 1,200 rupees presented by the late Hon'ble J. E. D. Bethune.

Examination for Library Medal. The library continues to be well frequented by the students, and the following subject was promulgated by the Principal for the examination of the candidates for the Library Medal:

"The History of America."

The examination will take place on the re-opening of the College after the long vacation.

Building. The Secretary to the Council of Education, as ex-officio Member of the Committee, lately visited the College and reported upon the state of the building, which report was forwarded to the Council of Education, and the necessary repairs are in the course of being completed by the Civil Architect. The iron railings to the east of the College compound, and the circular railing to the south of the play-ground, have also been repaired, and some alterations have been made in two rooms in the second floor of the centre building to increase the accommodation of the classes instructed in them.

Finance. An abstract of the receipts and disbursements is contained in an early part of this report.

Promotion. The Council of Education have ruled that the standard of acquirement which will entitle a pupil in all the classes to promotion from one class to another will be $\frac{2}{3}$ths of the aggregate number of marks allowed on all subjects, that all pupils who have been two full years in any particular class, and upon examination at the end of that time are found to be unfit for promotion, shall be struck off the rolls, that all promotions shall be from class to class, and in no case from one section to another of the same class, and that the studies of the different sub-divisions of any class are to be the same.

Conduct of Masters and Pupils. Among the students there has occurred only one case of dismissal for misconduct, and with the exception of irregularity in the attendance of some of the European Masters of the Senior School Department, who have been reprimanded, the conduct of the Masters has been on the whole satisfactory.

Pautshala.

On the 30th September last, the number of pupils on the rolls was 215, classified as below:

First Class, ...	24
Second ditto, ...	26
Third ditto, ...	25
Fourth ditto, ...	27
Fifth ditto, ...	37
Sixth ditto, ...	30
Seventh ditto, ...	46
Total, ...	215

There has been no change in the Instructive Department of this school, nor in the system of instruction pursued.

The annual examination was conducted by Babu Ram Chunder Mitter of the Hindu College, and he reports that "as to the state of the school, I beg to draw your attention "to the remarks already made by me in former years, which "also apply in the present instance. I think if the Committee "would be so kind as to adopt the suggestion therein contained of promoting meritorious students of the first class as "free pupils either to the Branch School or the Hindu College "by way of prizes, it will materially tend to improve the condition of the Institution."

In conformity with the recommendation of the examiner, the prizes are to be awarded to the undermentioned pupils:

First Class.

Greesh Chunder Mozumdur. | Otool Chunder Mullic.

Second Class.

Bhoobun Chunder Busac. | Canylall Seal.

Third Class.

Biprodass Paul. | Anundho Krishna Deb.

Fourth Class.

Prosunno Chunder Ghose. | Debendernath Dey.

Fifth Class.

Nundololl Muttylall. | Coylas Chunder Goopto.

SIXTH CLASS.

Bedhoobhosshun Mookerjee. | Bacharam Ghose.

SEVENTH CLASS.

Lal Chund Bondo. | Mohender Chunder Dutt.
Debendernath Ghose.

An abstract statement of the receipts and disbursements is prefixed to the report.

The school building has been made over to Government by the Committee of Management of the Hindu College, and the necessary repairs of the same have been made by the Civil Architect. It is unsuited for a school house, and a proposition for its demolition and the removal of the school to a more convenient place, as well as the erection of a model school house on the site, is now under the consideration of Government.

The conduct of the Masters and pupils, has been satisfactory.

Branch School.

On the 30th September last the number of pupils on the rolls was 453, classified as follows:

Free Pupils, (old,)	8
Pay Pupils at Rs. 3, ...	31
Pay Pupils at Rs. 2, ...	364
Pay Pupils at Rs. 1, ...	50
Total, ...	453

The school is composed of three classes in the Senior and four classes in the Junior Department, with the intermediate sections, which altogether make up sixteen grades or subdivisions. It has only one European Superintendent, who is assisted by Native Masters, chiefly ex-students of the Hindu and Hooghly Colleges, who have obtained certificates of proficiency from the Committee for the examination of Masters.

There was only one change in the Instructive Department, by the appointment of Kalee Persunno Ghuttuck, an ex-student of the Hooghly College, and a fourth grade certificate-holder, to the post of last Master, vacated by Hurrynath Mookerjee, who has been appointed by the Council of Education Head Master of the Rungpore Zemindaree School.

The first class of the school at the beginning of the session consisted of nine pupils, out of which four have withdrawn themselves in consequence of being 2nd year students in the class, and two have procured employment; the remaining three boys, who are 1st year students, have passed the junior scholarship examination at the Town Hall, with the junior scholarship candidates of the Hindu College, and the result of their examination will be found in the General Report of the Council of Education. The two remaining classes of the Senior Department, were examined with the senior second and third classes of the Hindu College, simultaneously upon the same questions. Tabular statements of the result of the examination were submitted.

The following is an abstract of the returns of progress and examination of the Branch School:—

"The second class Senior Department contains 17 pupils, of whom two are reported as 'very good,' seven 'good,' five 'fair,' one 'tolerable,' one 'indifferent,' one 'bad.' The marks obtained have been high on an average. Six pupils have been absent more than 40 days during the year.

"The third class has 13 boys, ages from 14 to 18, attendance pretty regular, progress all 'good' except one 'indifferent' and two 'fair.' The marks have been on the whole very creditable.

"The first class Junior Department contains 24 pupils, ages from 15 to 18, attendance fair, progress mostly 'good' and examination fair. The pupils are mostly on a par with their marks.

"The second class has two Sections, containing 23 and 28 pupils respectively, ages from 12 to 15, progress generally 'good' and 'fair,' attendance generally regular, and examination on the whole good.

"The third class has four Sections, containing 30, 24, 37 and 33 pupils respectively. The progress is generally 'fair' and 'middling.' The remarks as above, relative to attendance and examination, apply to these pupils likewise.

"The fourth class has six Sections, with 31, 32, 34, 36, 42 and 41 pupils respectively. Ages of lowest Section, 8 to 10; of highest, 9 to 14. Progress reported generally as 'good,' and 'tolerable.'

"The subjoined is a list of pupils of the Senior Department, recommended for certificates of honor:

List of Prize Pupils.

SECOND CLASS, SENIOR DEPARTMENT.

First Certificate, ...	Prosono Coomar Ghose.
Second Certificate,...	Munnylal Dutt.
Third Certificate, ...	Calachand Dey.

THIRD CLASS.

First Certificate, ...	Sumboo Chunder Goopto.
Second Certificate,...	Rasbehari Seal.
Third Certificate, ...	Mohendranath Ghose."

The Principal in forwarding the statements remarks:

SECOND AND THIRD CLASSES SENIOR DEPARTMENT.

"These classes were examined in written questions simultaneously with the Senior Department of the Hindu College School, in Mathematics by myself, in Literature and Reading by Mr. R. Jones, in Grammar by Mr. Vining, in History by Mr. Vaughan, in Geography by Mr. Twentyman and in translation by Babu Ram Chunder Mitter. During the

past session Mr. Twentyman has taught the Arithmetic and Algebra of both these classes; Babu Greesh Chunder Deb the Literature and History of the second class and the Euclid of both classes; Babu Nilmony Chuckerbutty the Literature and History of the third class; Babu Judoonauth Saha the Geography, and Pundit Nobokanth Surmono, the Bengali of both the classes.

"The average results of the examination are subjoined, the full number being 50 in each subject:

Subjects.	Classes.		Subjects.	Classes.	
	Second.	Third.		Second.	Third.
Literature, ...	26	28	Arithmetic and Algebra, ...	20	33
Grammar, ...	19	6	Euclid, ...	30	37
Reading, ...	24	24	Geography, ...	15	14
Translation, ...	25	19	History, ...	27	21

"The second class consists of 17 pupils; 7 have obtained one-half and upwards and 12 pupils two-fifths; the promotion standard out of 400 marks, the highest is 319.

"The third class consists of 13 pupils; 4 have obtained one-half and upwards and 11 pupils two-fifths, out of 400 marks, the highest is 227½."

The examination of the Junior School Department was conducted by the undermentioned gentlemen—

Geography and History, first three classes, ...	Mr. Twentyman.
Reading, Explanation and Grammar, first three classes,... ...	„ Vaughan.
Arithmetic, first three classes, ...	„ Vining.
Vernacular, first three classes, ...	Pundit Dwarkanauth Surma.
Reading, Explanation and Spelling, ...	Babu Horo Chunder Dutt.
Vernacular, Sections of four classes,	Pundit Gouri Churn Surma.

The following is the report of the Principal—

Literature, First Class.—"Babu Nilmony Chuckerbutty, teacher. The reading and explanation were very good; in parsing too the pupils passed a good examination, obtaining generally marks very near the standard number.

Second Class, A and B.—"Babu Chunder Mohun Tagore, teacher. Both Sections afforded the examiner satisfaction, saving that Section B failed in explanation.

Third Class, A and B.—"Babu Brojolall Mitter, teacher. Section A passed a very good and Section B a satisfactory examination. The examiner says that he is glad to feel warranted in speaking now much more favorably of these Sections than he was able to do last year.

Third Class, C and D.—"The late Babu Radhica Persad Goopto, and Babu Prosunno Comar Sirkar, teachers. Reading and explanation good, but Grammar very inferior.

Fourth Class, A and B.—"Babu Chundi Churn Dey, teacher. Section A, read well and explained correctly; spelling a little defective. Section B, passed a satisfactory examination in reading, explanation and spelling.

Fourth Class, C and D.—"Babu Chundermohan Banerjee, teacher. The reading of Section C. was good, the Bengali explanation, though not idiomatic, was correct, and the spelling accurate and distinct; the reading of Section D was rather faulty, but the spelling and explanation satisfactory; the principal defect in the pronunciation of Section D was that the pupils could not properly distinguish the sound of *sh* from that of *s*.

Fourth Class, E and F.—"Babu Ram Chunder Paulit teacher. Both Sections, with the exception of the newly-admitted boys, passed a creditable examination and were found to be in good training."

Mr. Vaughan, the examiner of the first three classes in Literature, states—

"That to the discipline of the school and its general advancement Mr. Twentyman continues to pay every attention."

And Babu Hurro Chunder Dutt, the examiner of the fourth class, observes—

"That the orderly manner in which the boys conducted themselves while under examination, cannot be sufficiently praised.

Arithmetic, First and Second Classes, A and B.—"Babu Nundolall Dutt, teacher. These classes passed a good examination and afforded the examiner satisfaction, but he remarks that the boys prefer to depend on memory and rules rather than on judgment and reflection.

Third Class, A to D.—"Babu Mohesh Chunder Chatterjee, teacher. The boys passed a very good examination. The examiner states, that the most remarkably feature in the performance of the youngsters was the quickness with which they operated, and yet as his tabular statement indicates, they worked with considerable correctness.

Fourth Class, A to D.—"Babu Sreenath Ghose, teacher. All these Sections have passed a good examination. Sections A and C have particularly distinguished themselves.

Fourth Class, E and F.—"Babu Gopal Chunder Ghose, teacher. Both Sections passed a fair examination."

Mr. Vining, the examiner of the first three classes in Arithmetic, says—

"My general opinion of the state of the classes both as to proficiency and discipline, is decidedly favourable, and I consider that much credit

is due as well to the teachers, Babus Nundolall Dutt and Mohes Chunder Chatterjee, as to Mr. Twentyman for the evidently excellent internal arrangements of the school.

Geography, First and Second Classes, A and B.—" Babu Jodunath Saha, teacher. Second class, Section A, passed a good examination, but the first class and the second class Section B, a very moderate one.

Third Class, A to D.—" Babu Hurrynath Mookerjee, teacher for the greater part of the year. The examination of all these Sections was a failure, which however might have arisen from a change of teachers during the few months previous to the examination.

History, First Class.—" Babu Nilmony Chuckerbutty, teacher. This class passed a fair examination, the boys seem to have read up their history pretty well, and would in all probability, have obtained higher marks at the examination, which was a written one, if more attention had been paid to their orthography.

Second Class, Section A.—" Babu Chunder Mohun Tagore, teacher. The boys who were present passed a good examination, but the examiner remarks that out of a class consisting of 23 pupils, 6 absented themselves from the historical examination.

Vernacular, First and Second Classes, A and B.—" Pundit Nobokanth Surmono, teacher. The examination of these classes was most unsatisfactory, and as the failure must have arisen from great neglect on the part of this Pundit, I have directed his attention to be called to the imperfect state of his classes.

Third Class, A to D.—" Pundit Radhanath Surma, teacher. In reading most of the pupils acquitted themselves creditably, but in parsing and explanation they failed altogether. Some of them could give synonymes of words, but no one appeared to understand the meaning of a sentence.

Fourth Class, A to F.—" Pundit Rajbullob Surma, teacher. The students of these six Sections passed a satisfactory examination."

The total number of pupils in the junior department is 415, divided into various sections, as specified in the table annexed. The column marked A shows the number of pupils in each class, that marked B, the number of pupils, and C, the fraction of the class entitled to promotion under the late orders of the Council of Education; each boy having received two-fifths the aggregate number of marks:

Class.	A	B	C	Class.	A	B	C
First, ...	24	19	·792	Third,... C & D,	70	86	·514
Second, A, ...	23	19	·826	Fourth,.. A & B,	63	62	·984
Second, B, ...	28	17	·607	Fourth,.. C & D,	70	67	·957
Third, ... A & B,	54	41	·759	Fourth,.. E & F,	83	·70	·843

From the above table it appears that about four-fifths of the junior department have obtained the Council's standard

of two-fifths, the aggregate number of marks; the remainder cannot claim the privilege of promotion, either from gaining too low a number, or from having absented themselves at the examination.

With reference to the result of this examination, I recommend prizes to be awarded to the undermentioned students in the junior department:

First Class, ... Jadub Chunder Dey.

Second Class, Section A, ... Prankisto Saha.
Taracnath Dutt.

Third Class, Section A, ... Obhoy Churn Ghose.
Oma Churn Addy.
Nundolall Paul.

Third Class, Section B, ... Ramlall Bose.
Roy Chunder Sen.
Opendernath Mitter.

Fourth Class, Section A, ... Hurro Loll Roy.
Herambo Chatterjee.
Prossunno Comar Dutt.

Fourth Class, Section B, ... Annunto Ram Ghose.
Mudhusudun Sen.
Preonath Ghose.

Fourth Class, Section E, ... Ogoonath Mookerjee.
Iswer Chunder Sing.
Jadub Chunder Banerjee.

The abstract statement of the receipts and disbursements shows that the school has not only paid all its expenses without any aid from Government, but has even contributed a portion of its resources towards the General Education Funds.

Owing to the crowded state of the school, the necessity of providing more extensive accommodation referred to in the 35th paragraph of the last Annual Report, is still under consideration of the Council of Education and of the Government. The present school building has, during the past session, been repaired by the Civil Architect and is now in good condition.

The conduct of the instructive establishment, with one exception, is highly satisfactory, and with regard to the Head Master Mr. W. J. Twentyman, it may be specially remarked that it is owing to the interest, assiduity and zeal, which he evinced in the discharge of his duties, that the school has, in some measure, attained its present efficient footing, both as to proficiency and discipline. Much credit is also due to the teachers, Babus Nundolall Dutt and Mohes Chunder Chatterjee, as well as to Mr. Twentyman, for the evidently excellent internal arrangements of the school.

Hooghly College.

COLLEGE OF HADJI MOOHUMMUD MOHSIN AND ITS SUBORDINATE INSTITUTIONS,

FOR THE YEAR 1851-52.

ESTABLISHED ON THE 1ST AUGUST 1836.

SIXTEENTH YEAR.

Establishment as on the 1st October 1852.

English Department—College.

Names.	Designation.	Amount of Salary.	Date of Appointment.
J. KERR, ESQ., M. A., ...	*Principal*, ...	600	29th Oct. 1848.
R. THWAYTES, ESQ., B. A., ...	*Professor of Mathematics*, ...	500	3rd Dec. 1846.

Senior School.

J. Graves, Esq., B. A., ...	*Head Master*, ...	400	1st Nov. 1844.
W. Brennand, Esq., ...	*Second Master*, ...	300	22nd Nov. 1845.
Babu Eshanchunder Banorjee, ..	*Master, Second Class, Sec. A.*,	200	1st Aug. 1836.
Mr. T. W. Clermont, ...	*Master, Second Class, Sec. B.*,	200	1st Jan. 1846.
Babu Moheshchunder Banorjee,	*Master, Third Class, Sec. A.*,	130	1st Jan. 1846.
Mr. A. Ure, ...	*Master, Third Class, Sec. B.*,	130	1st Jan. 1846.

Junior School.

Babu [illegible]	*Master, First Class, Sec. A.*,..	100	19th Nov. 1851.
,, Bollaram Bisswas, ...	*Master, First Class, Sec. B.*,..	90	1st Jan. 1846.
,, Madhubchunder Dutt, ..	*Master, Second Class, Sec. A.*,	70	1st Jan. 1846.
Mr. M. Gregory, ...	*Master, Second Class, Sec. B.*,	70	8th April 1851.
Babu Shamachurn Mookerjee, ..	*Master, Third Class, Sec. A.*,	70	1st Jan. 1846.
,, Bhuggobuttychurn Mullik,	*Master, Third Class, Sec. B.*,	50	1st Jan. 1846.
,, Bhobanychurn Mullik, ...	*Master, Fourth Class*, ...	40	18th Nov. 1846.
Mr. J. Vogel, ...	*Writing Master*, ...	70	1st Mar. 1841.
Babu Juggessur Ghose, ...	*Librarian*, ...	50	7th June 1850.

Bengali Department.

Obhoyachurn Tarkopunchanun, ..	*Superintending Pundit*, ...	60	20th Aug. 1836.
Gobindchunder Seromonee, ...	*Head Pundit*, ...	41	14th Oct. 1836.
Bhuggobanchunder Bisarad, ..	*Second Pundit*, ...	30	14th Oct. 1836.
Kasinauth Turkobhushun, ...	*Third Pundit*, ...	20	14th Oct. 1836.
Gobindchunder Bisarad, ...	*Fourth Pundit*, ...	20	16th Jan. 1846.
Gopaulchunder Bidyaneedhee, ..	*Fifth Pundit*, ...	20	16th Jan. 1846.

Oriental Department.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mouluvee Moohmd. Akber Shah,	*Head Mouluvee, (Sunnee,)* ..	300	1st Aug. 1836.
,, Ali Azhur, ...	*Head Mouluvee, (Sheea,)*	300	12th Aug. 1848.
,, Gholam Mukdhoom, ..	*Second Mouluvee, (Sunnee,)* ..	100	14th June 1848.
,, Moohmd. Mustaqim,..	*First Mouluvee, Lower School,*	100	1st Aug. 1836.
,, Ubdoor Ruhman, ..	*English Teacher,*..	90	13th Dec. 1848.
,, Rumzan Ali, ...	*Second Mouluvee, Sec. A.,*	80	1st Aug. 1836.
,, Furraghut Ali, ...	*Second Mouluvee, Sec. B.,* ..	80	1st Aug. 1836.
,, Moohummud Taqi,....	*Third Mouluvee, Sec. A.,*	80	12th June 1837.
,, Toluttuff Hossein, ..	*Third Mouluvee, Sec. B.,*.. ..	70	12th Mar. 1839.
Babu Okhaychunder Bromocharry,	*Teacher of Govt. Regulations,*	60	15th June 1847.
Mouluvee Nusseeroodeen, ..	*Fourth Mouluvee, Sec. A.,* ..	36	12th Sept. 1836.
,, Mohummud Modessur,	*Fourth Mouluvee, Sec. B.,*....	36	5th Sept. 1845.
,, Tofuzzul Hossein, ..	*Urdu Teacher,*	36	15th Jan. 1846.
Abdool Ali,..	*Librarian,*..	30	19th April 1842.
Mirza Mobarak Ali, ...	*Writing and Drawing Master,*	40	1st Oct. 1836.

Office Establishment.

Three Writers, a Collecting Sircar and seventeen Servants,..	.. ..	179	

Hooghly Branch School.

ESTABLISHED ON THE 4TH DECEMBER 1837.

Establishment as on the 1st October 1852.

English Department.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Khettermohun Chatterjee,	*Head Master,*	200	12th Nov. 1843.
,, Chundernauth Moitry,....	*Second Master,*	80	6th Jan. 1846.
,, Sreenauth Banerjee,.. ..	*Third Master,*	50	16th July 1838.
,, Dwarkanauth Chakerbutty,	*Fourth Master,*	50	18th May 1848.
,, Gopaulchunder Chatterjee,	*Fifth Master,*	30	11th June 1852.
,, Bunkobeharry Neugee, ..	*Sixth Master,*	25	16th Nov. 1850.

Oriental Department.

Mouluvee Ismutoollah, ...	*Head Mouluvee,*	40	8th April 1848.
,, Ulee Ushghur,..	*Second Mouluvee,*	30	8th April 1848.
Sreeram Seromonee, ...	*Head Pundit,*	20	1st Dec. 1837.
Tarucknath Turkolunkar, ...	*Second Pundit,*	16	29th May 1847.
Koylashchunder Bhuttacharjee,..	*Arithmetical Teacher,*	16	1st Dec 1846.
Four Servants, ...	.. ..	22	

Statement exhibiting the Number, Caste, &c., of the Pupils of the College of Moohummud Mohsin and its Subordinate Institutions, as on the 30th September 1852.

INSTITUTIONS.	Number of Pupils.	Christians.	Moohummudans.	Hindus.
English Department.				
English College,...	407	7	5	395
Branch School at Hooghly, ...	166	0	1	165
Oriental Department.				
Mudrissa of Moohummud Mohsin, ...	182	1	151	30
Persian School at Hooghly,...	33	0	22	11
Mudrissa at Seetapore, ...	40	0	40	0
Total, ...	828	8	219	601

Statement of Students from 1st October 1851, to 30th September 1852.

INSTITUTIONS.	Christians.	Moohummudans.	Hindus.	Total.
ENGLISH DEPARTMENT.				
College.				
Number of Admissions, ...	6	1	92	
„ Dismissals, ...	0	1	28	
„ Withdrawals, ...	1	1	51	
„ Deaths, ...	0	0	7	
„ on the Rolls ending Sept. 1851,	2	6	389	397
„ Ditto ditto „ 1852,	7	5	395	407
Daily average attendance, ...	0	0	0	356
Branch School.				
Number of Admissions, ...	0	0	14	
„ Dismissals,...	0	0	0	
„ Withdrawals,...	2	1	31	
„ Deaths, ...	0	0	2	

INSTITUTIONS.	Christians.	Moohummudans.	Hindus.	Total.
Branch School at Hooghly.				
Number of Promotions to the College, ...	0	0	6	
„ on the Rolls, ending Sept. 1851,	2	2	160	164
„ Ditto ditto „ 1852,	0	1	165	166
Daily average Attendance, ...	0	0	0	140
Total number on the Rolls of the English Department, on 1st October 1851,	4	8	549	561
Ditto on 1st October 1852, ...	7	6	560	573
Daily average Attendance, ...	0	0	0	496
Oriental Department of the College.				
Number of Admissions, ...	1	61	17	
„ Dismissals,...	0	15	0	
„ Withdrawals, ...	0	38	5	
„ Deaths, ...	0	2	0	
„ on the Rolls ending Sept. 1851,	0	145	18	163
„ Ditto ditto „ 1852,	1	151	30	182
Daily average Attendance, ...	0	0	0	131
Persian School at Hooghly.				
Number of Admissions, ...	0	10	22	
„ Dismissals, ...	0	25	15	
„ Withdrawals, ...	0	9	4	
„ Deaths, ...	0	0	0	
„ Promotions, ...	0	1	1	
„ on the Rolls ending Sept. 1851,	0	47	9	56
„ Ditto ditto „ 1852,	0	22	11	33
Daily average Attendance, ...	0	0	0	31
Mudrissa at Seetapore.				
Number of Admissions, ...	0	0	0	
„ Dismissals, ...	0	0	0	
„ Withdrawals, ...	0	0	0	
„ Deaths, ...	0	0	0	
„ on the Rolls ending Sept. 1851,	0	40	0	40
„ Ditto ditto „ 1852,	0	40	0	40
Daily average Attendance, ...	0	0	0	38
Total number on the Rolls of the Oriental Department, on 1st October 1851,	0	232	27	259
Ditto ditto on 1st October 1852, ...	1	213	41	255
Daily average Attendance,...	0	0	0	200

Statement exhibiting the Number of Scholarshipholders and Pay and Free Pupils of the College of Moohummud Mohsin and its Subordinate Institutions, on the 30th of September 1852.

INSTITUTIONS.	Scholarship-holders.		Free Scholars.		Pay Pupils.	Free Pupils.	Total.	Remarks.
	Junior.	Senior.	Junior.	Senior.				
English Department.								
College of Moohummud Mohsin, ...	*15	8	7	8	349	20	407	* Including 5 Junior Scholarships tenable at the Hooghly College as follows:— Branch School at Hooghly,.. .... 1 Zemindary, ... 2 Baraset, ... 1 Bancoorah, ... 1 — 5 —
Branch School at Hooghly,...	0	0	0	0	149	17	166	
Oriental Department.								
Mudrissa of Moohummud Mohsin, ...	2	2	0	0	†16	162	182	† Regulation Class.
Persian School at Hooghly,...	0	0	0	0	33	0	33	
Mudrissa at Seetapore,...	0	0	0	0	0	40	40	
Total, ...	17	10	7	8	547	239	828	

Statement exhibiting the Number of Students studying different languages in the College of Moohummud Mohsin and its Subordinate Institutions, on the 30th September 1852.

INSTITUTIONS.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
English Department.					
College of Moohummud Mohsin,	0	407	0	407	
Branch School at Hooghly, ...	0	166	0	166	
Oriental Department.					
Mudrissa of Moohummud Mohsin,	130	32	72	0	
Persian School at Hooghly, ...	33	11	0	0	
Mudrissa at Seetapore, ...	40	0	0	0	
Total, ...	203	616	72	573	

Local Receipts and Disbursements of the College of *from* 1*st October* 1851

RESOURCES OF ANNUAL INCOME.

Separate Fund.		Assignment from Parliamentary Grant.			Total.			Assignment from Additional Grant, dated 16th December 1840.			Establishment and expenses as fixed by Government, dated 16th December 1840.		
Interest of Fund under orders, dated 30th March 1836,..	41316 0 0												
½th share of the proceeds of the Syudpore Trust Estate, under orders, dated 30th March 1836,..	*6000 0 0												
		0	0	0	*47316	0	0	*28902	0	0	*81018	0	0
Schooling, College,.....	8265 12 0												
Ditto, Branch School, ...	2756 12 0†												
Fines, College,..	433 2 9												
Ditto, Branch	38 11 8½												
Admission Fee, College, ...	54 0 0												
Furniture sold and charge refunded, ...	5 6 0												
		0	0	0	11553	12	5½	58869	12	5½			
Total, Co.'s Rs., ...		0	0	0	58869	12	5½	87771	12	5½	81018	0	0

* Copied from the General Report on Public Instruction for 1840-41 and 1841-42, page 151.

Mookummud Mohsin and its Subordinate Institutions, to 30th September 1852.

Nature of Charge.	Actual Charges for 1851-52.					
	Items.			Total.		
College of Mookummud Mohsin.						
Principal and Professors,...	21600	0	0			
English Teachers, ...	16316	10	8			
Vernacular Teachers, ...	18468	0	0			
Medical Attendant, ...	1200	0	0			
English Scholarships, ...	4476	10	3½			
Oriental Scholarships, ...	848	0	0			
Establishment, ...	2148	0	0			
Contingencies, ...	1998	14	9			
Extra Teacher, ...	240	0	0			
Schooling and Deposit returned, ...	22	0	0			
				67318	3	8½
Branch School at Hooghly.						
English Teachers, ...	5220	0	0			
Vernacular Teachers, ...	1464	0	0			
English Scholarships, ...	176	0	0			
Establishment, ...	264	0	0			
Contingencies, ...	256	6	9			
				7380	6	9
Total, Co.'s Rs., ...	0	0	0	74698	10	5½

† Including Rupees 29-4 from the Persian School.

Schooling Fees realized from the 1st October 1851 to the 30th September 1852.

MONTHS.	Amount of Schooling Fees Realized.											
	College.			Branch School at Hooghly.			Persian School at Hooghly.			Total.		
October, 1851, ...	36	0	0	0	0	0	0	0	0	36	0	0
November, „ ...	1,039	0	0	336	8	0	0	0	0	1,375	8	0
December, „ ...	775	0	0	314	0	0	0	0	0	1,089	0	0
January, 1852, ...	605	8	0	205	0	0	0	0	0	810	8	0
February, „ ...	737	0	0	229	0	0	0	0	0	966	0	0
March, „ ...	706	8	0	239	8	0	0	0	0	946	0	0
April, „ ...	673	0	0	236	0	0	0	0	0	909	0	0
May, „ ...	699	8	0	224	8	0	0	0	0	924	0	0
June, „ ...	731	0	0	224	0	0	0	0	0	955	0	0
July, „ ...	747	8	0	241	8	0	0	0	0	989	0	0
August, „ ...	714	12	0	247	8	0	21	4	0	983	8	0
September, „ ...	801	0	0	230	0	0	8	0	0	1,039	0	0
Total, ...	8,265	12	0	2,727	8	0	29	4	0	11,022	8	0

	College.			*Branch School.*			*Persian School.*		
Amount of Schooling Fees collected from 1st October 1850 to 30th September 1851, ...	6,995	8	0	2,362	8	0	0	0	0
Ditto from 1st October 1851 to 30th September 1852, ...	8,265	12	0	2,727	8	0	29	4	0
Schooling Fees receivable in September 1851, ...	643	8	0	203	0	0	0	0	0
Ditto in September 1852, ...	712	8	0	234	0	0	8	4	0

Changes in the Establishment.

The following changes have taken place among the masters of the establishment during the year.

Nobin Chunder Doss, one of the masters of the Junior School, was appointed head master of the newly-established Government school at Beerbhoom, on a salary of 150 rupees a month. The vacancy caused by his promotion was filled up by the appointment of Bonomally Mittre, one of the junior masters of the Hindu College.

Neelmoney Doss, fifth master of the Branch School at Hooghly, was permitted to exchange situations at his own request with Gopaulchunder Chatterjee, the second master of the school at Bancoorah.

Number of Pupils, and amount of Tuition Fees.

The number of pupils in the College and its subordinate institutions on the 30th September 1851, was 820, exclusive of 43 pupils of the Infant School at Hooghly, which was abolished last year. The number of pupils on the 30th September 1852, was 828. In the English department of the College, where nearly all pay for their education, there has been an increase during the year of 10 pupils. In the Branch School at Hooghly, where they also pay for their education, there has also been an increase. This is regarded as a favourable sign. For many years past there has been a gradual decrease in the paying departments of the institution. A change in this respect appears to have taken place, and the demand of a tuition fee has been now for the first time successfully met by the means of the parents to afford it.

It will be seen from the foregoing tables, that there has also been a considerable increase during the year in the amount raised from tuition fees both in the English College and in the English Branch School at Hooghly. In the former there has been an increase during the year of 1,270 rupees, and in the latter of 394 rupees. In the College the total amount raised from tuition fees during the past year was 8,265 rupees, and in the Branch School 2,756 rupees. These sums are contributed for English education alone. In the Oriental classes the pupils as yet pay nothing, with the exception of a small sum which has been this year raised for the first time from the elementary Persian school at Hooghly.

The greater part of the students in the senior classes of the English College, are at present either scholarshipholders or holders of free scholarship cards. The amount payable

each month by the 62 students of these classes, is only 25 rupees. It has been observed that the students of these classes are more indisposed to pay than those of any of the other classes. This feeling is supposed to arise very much from the circumstance of free cards having been of late years bestowed in too great profusion. To receive a gratuitous education has in these classes become the rule. Those who are not free, think they ought to be so.

From a report submitted to the Council in February last, it appeared that there were five boys from the private preparatory school at Chinsurah, who had been selected at different times on account of their proficiency to receive their education at the College gratis. Four of these boys continued to maintain their character for proficiency, and were considered among the best boys of the classes to which they belonged. From the same report it appeared that the preparatory school contains about 100 boys, the greater part of whom pay a small fee of 8 annas a month. The school is nearly self-supporting.

In February last two young men from Assam, Preolall Dutt and Minodhur Dutt, were admitted into the Collegiate school. Their father pays for their education and supports them at Chinsurah. Having no friends here, they are obliged to live alone, which is both expensive and for many reasons undesirable.

Employment of Students. The following students have obtained employment during the year:

Kaleeprosono Chatterjee, ...	*Offg. Head Master Russapuglah School, salary 60 rupees.*
Isser Chunder Doss, ...	*Writer Local Agent's Office, Hooghly, salary 50 rupees.*
Prankisto Ghose, ...	*Second Writer Collector's Office, Hooghly, salary 40 rupees.*
Woomesh Chunder Ghose, ...	*Second Master Beerbhoom School, salary 60 rupees.*
Shibchunder Shome, ...	*Sale Commissioner under Collector's Office, Hooghly.*
Womesh Chunder Banorjee,...	*Teacher, Burdwan Rajah's School.*
Soorjo Coomar Dhur, ...	*Acting Darogah of the Police at Chinsurah, salary 50 rupees.*
Gopaul Chunder Goopto, ...	*Writer, Magistrate's Office, Hooghly.*
Woomesh Chunder Doss, ...	*Teacher Private School, Kaseepore.*
Luckhun Chunder Paul, ...	*Teacher Vernacular School, Jynteepore, Hooghly.*
Jadunauth Ghose, senior, ...	*Teacher of Vernacular School, Myapore, Hooghly.*
Modungopaul Dutt, ...	*Writer Civil Auditor's Office, Calcutta.*

Soorjo Coomar Dhur is almost the only Hindu, except one or two of inferior acquirements, who has shown any desire to hold the situation of Police Darogah. The Hindus generally prefer the quieter occupation of a writer in a public office, though on a much smaller salary. The Moohummudans, on the other hand, have no such reluctance, and are eager to accept such situations whenever they are offered.

In August last a communication was received through the Secretary of the Council of Education from Lieut.-Colonel Goodwyn, who desired to be informed if there were any young men in the College who could be employed as assistant surveyors, with a view to a better system of embankments in the District of Burdwan. It was stated in reply, that none of the students had had much practice in surveying, and that none of them could be recommended as quite competent for such duties without some previous training. Two students were named who were desirous of being employed in the manner proposed. One of them possessed a good theoretical knowledge of mathematics. The other had been unfortunate in his education, and possessed only such knowledge as he had been able to pick up by fits and starts. He had a taste for drawing, and was a very modest and persevering lad. It was hoped that he would soon be able to acquire the requisite knowledge of the use of surveying instruments, if taken into Colonel Goodwyn's establishment and placed under proper training. No further communication has been received on the subject.

Government Wards.

Mr. H. V. Bayley, the officiating Collector of Hooghly, made inquiries during the early part of last year as to the general conduct of the four Government Wards, who were attending the junior classes. It appeared that none of them were very regular in their attendance, and that one of them in particular was very frequently absent. It was mentioned to Mr. Bayley that at present no supervision could be exercised over the wards out of school, and that they appeared to be surrounded at home by so many bad influences, that it was desirable, if possible, to remove them from their relatives, and place them as boarders under the control of a European or of a thoroughly respectable native. Mr. Bayley approved of the plan, and wrote to the Commissioner on the subject. The following extract from Mr. Bayley's letter to the Commissioner, will explain

the nature of the arrangements which he proposed shoul be adopted, and the objects which he had principally in view:

"I would propose that some one of the College masters (a Hindu of good caste,) should be invited to undertake the boarding and supervision of the boys out of school hours. Not that they should have any more lessons than they get between 10 and 4, but that they may be well directed to find resources for the vacant time in lighter literature, if possible in drawing, and may have the conversation to resort to of a superior mind, and the example of conduct based on a superior degree of moral principle. I have little doubt that such a tutor could be selected by the Principal, and that such a tutor would enable them to live as comfortably and as economically as they now do, without prejudice to the upholding of their true rank. An allowance of 30 rupees per month, would be the best spent item of the disbursement of this important ward's estate, if it resulted in sending the boys into the world knowing fully and truly the responsibilities and duties involved in the possession of a large property, prepared to act up to them themselves, and to afford an example to others in so doing.

"The instructions to such a private tutor should be to the effect that in his intercourse with, and treatment of, the wards, he should always try to unite gentleness with firmness, assuring them in words, and proving by deed, the sincerity of his assurance, that if he is ever called upon to be strict with them, it is wholly with the view of promoting their future happiness. The private tutor should direct and assist their College studies as in public schools in England; and generally give them such helps, as would enable them to read and understand English letters on matters of business. Newspapers might be placed in their hands, such as the *Samachar Durpun*, and standard English books, as Shakspeare, Goldsmith, Cowper, Evenings at Home, &c. He will always talk English to them, and make them do the same, directing their conversation to such topics as the improvements which society is receiving from the progress of science, and remarkable incidents from the biographies of eminent men, calculated to inspire them with moral courage and with notions of true honor and rectitude, and to discourage meanness, extravagance and false pride."

Issurchunder Doss, one of the senior scholarshipholders of this College and a young man of known steadiness of character, was subsequently appointed private tutor to the wards, on a salary of 30 rupees a month.

It will be seen from the foregoing extract that Mr. Bayley at first desired that the wards should board with one of the masters of the College, who should also exercise a general supervision over them after school hours. The plan which was adopted, differed somewhat from that which was originally proposed. The wards were allowed to reside with their own friends, and the tutor attended at their own house for a few hours each day.

These arrangements were all brought to the notice of the Council of Education, as the object was considered one of great importance, and it was thought that the same plan, or some modification of it, might be found useful in the case of Government wards in other districts. It was also mentioned that Mr. Bayley had given situations to several young men who had been educated at the College, and had intimated his intention of providing for others as situations became vacant. The Council desired that their thanks should be conveyed to Mr. Bayley for the interest which he continued to take in native education, and in the welfare of the young men educated in our institutions.

Inspection of the College.

The Secretary of the Council visited the College in December last, and reported that he found every department of the institution in a creditable state, the registers all well kept, the records brought up to the current date, and that he discovered nothing to object to or find fault with. He also visited the Branch School at Hooghly, and was satisfied with the arrangements of the Head Master. With regard to the elementary Persian School attached to the Branch School, the Secretary found that a large proportion of the pupils were too old. It seemed to him a very useless appendage to the Branch School, and he suggested that it should be absorbed into the Mudrissa attached to the College, which he thought would not be attended with much inconvenience in any way, as most of the students of the Mudrissa come from Hooghly and its vicinity.

With reference to the last paragraph of the visitor's report, the Council of Education directed the Principal of the College to report upon the question of absorbing the elementary Persian School in the Mudrissa. Mr. Kerr, after having had an opportunity of ascertaining the opinion of Dr. Sprenger on the subject, was not inclined to recommend at once the absorption or abolition of the Persian School. He stated that a very large proportion of the Moohummudan population of the place resided at Hooghly, and that it was of importance to them to have a school there for elementary instruction. The monthly expenditure on account of the school did not exceed 70 rupees. If the benefits afforded by the school were not great, neither was the sum great which was drawn for its support from the educational funds. He suggested that instead of absorbing or abolishing

the school at once, an attempt should be made to improve it; the experiment might be tried of demanding a small tuition fee from the pupils, the fee demanded being at first only four annas a month. Simultaneously with the introduction of tuition fees, two junior scholarships tenable at the Mudrissa, might be attached to the school. If, after these changes, the school were found to decline, it might after a few years be absorbed in the Mudrissa, or abolished.

These recommendations were adopted by the Council, who also desired that a special report of the result should be furnished when the experiment of making the pupils of the Persian School pay for their education, had been tried sufficiently long to prove its success or failure.

The order of the Council was communicated to the Head Mouluvee of the Persian School on the 3rd of May, and it was intimated that the pupils would be required to pay tuition fees in advance from the first of the following month. On the 19th of June the Ramzan holidays commenced, up to which time nothing had been paid. When the school re-opened on the 21st of July, the pupils were still unwilling to pay anything. They appeared to be under the impression that the Council's order would be cancelled. On the 19th of August it was intimated to the Head Mouluvee that this state of things was not satisfactory, and that a report on the subject was about to be submitted to the Council. This had to a certain extent the desired effect. On the following morning the names were sent in of those pupils, about three-fourths of the whole, who had promised to pay. The Head Mouluvee was told that already there had been much delay, that no mere promise to pay was sufficient, and that he must immediately remove from the register the names of all those who did not instantly comply with the Council's order. Accordingly on the following day, the Head Mouluvee sent in his final report, from which it appeared that twenty-eight of the pupils had paid for the months of June, July and August, and the remaining nine had refused to pay anything. The sum realized, amounting to about 20 rupees, was received a day or two after, and lodged in the College treasury. Since then a further sum of 9 rupees has been received. With reference to these facts the Principal added, in his report to the Council:

"Thus there has been a commencement, on a small scale, of what may be considered a very interesting experiment. But it can scarcely fail

to appear that there is an incongruity in applying the rule of demanding payment for tuition to the small elementary school, without also applying it to the larger Mudrissa; and it may be expected that if no change takes place in this respect, the pupils of the former institution will gradually transfer themselves to the latter."

School Hours. Doubts being entertained whether the practice which prevails at present, of having the College open in the morning during the hot season, was found to be convenient to the masters and students generally, particular inquiries have been lately made, with the view of ascertaining precisely the state of feeling on the subject among all parties concerned. It was found that the masters were nearly equally divided on the question; there was a very small majority in favor of having the College open in the day-time rather than in the morning. Of the students, about two-thirds were in favour of the morning school during the hot weather; and one-third preferred attending in the day-time. It was observed that a large number of those who preferred having the College open during the day, lived at a considerable distance from the College. These facts were communicated to the Council, who intimated that it was not desirable to alter the existing arrangements at present, but that the subject would be considered in connexion with a more general view of it hereafter.

English Scholarship Examinations. All particulars connected with the English scholarship examinations, will be found in the report of the Council of Education. Tabular statements of the results as they affect this College, are contained in the Appendix.

Library Medal. There has been no examination for the library medal this year. Only one student presented himself as a competitor; and as he gained the medal last year, it was not considered necessary to examine him.

Mr. Money's Medals. A gold medal and a silver medal have for several years past been presented by Mr. Money, of the Civil Service, to the writers of the best English and Bengali Essays, when the Essays were deemed of sufficient merit to deserve this reward. The gold medal for the best English Essay was awarded last year to Isser Chunder Doss, but too late to be noticed in last year's report.

General Examination of the College.

The pupils of the school department only were examined, those of the College department being, as usual, candidates for scholarships. Mr. Graves, who examined in reading and grammar, submitted the following report:

"The examination commenced with the lowest class.

"The boys of the third class Junior Division read well. I pointed out to the notice of the teachers a defect I have found to be common to young native students, that of pausing after prepositions and conjunctions, instead of before them. I also requested the teachers to make the boys commit to memory the short dialogues in the last chapter of No. 2 Prose Reader The teacher should dictate the sentences to the boys in the Vernacular, and require the latter to repeat them in English. The practice of *reading* and *speaking* the latter, should be commenced and carried on simultaneously.

"Should the authorities agree with me, I would suggest the compilation of a book of dialogues in Bengali and English, progressively arranged for the use of the Junior Division. It would considerably facilitate the progress of the boys in the Senior Division, in which at present the work of teaching the boys to connect words and to express even the simplest sentences in speaking or writing has to be commenced.

"Radical improvement in any system of education must commence from the lowest forms. In my capacity of Head Master, I have had for some time especially in view the improvement of the Junior Division: as a means towards it, I have made arrangements by which writing is taught to all the classes except the very lowest. Before the last year it was not taught below the first class Junior Division. The effect of this measure is that classes, in which formerly the boys either could not write at all, or else illegibly, are now able to copy passages and make notes and to write from dictation. The latter is a most important exercise in the junior classes. I almost invariably find that when a boy can correctly write from dictation a passage either in prose or poetry, it affords a pretty sure criterion that he understands it.

"The majority of the second class Junior Division answered well, except in No. 1 Poetry.

"In my report of the examination of the Branch School last year, I observed that the transition from the 2nd No. Prose Reader to 1st No. Poetry, was too rapid. It contains many pieces more difficult than No. 2 Poetry, besides the boys of the class have not sufficient knowledge of grammar, to comprehend poetry at all; for these reasons I would recommend its abolition in this class. For the first time the boys were examined in writing from dictation from prose, which many of them did without an error.

First Class, Junior Division.—"Section A of this class was the most successful of all the classes; of 28 boys examined, only 1 was found unqualified for promotion. The first prize, however, was obtained by a boy of section B, but the latter Section happens to include about 10 dull and unpromising boys.

Third Class, Senior Division.—"This class passed well in reading, explanation and grammar, but in writing from dictation was inferior to the first class Junior Division.

"In Grecian History, they were required to write a brief account of the life and actions of Cimon, but very few could make any attempt at it. It is to be hoped that the improvements above referred to in the Junior Division, will gradually remedy such deficiencies in the Senior Division.

Second Class, Senior School.—"The tabular statement will show that this class was in a satisfactory state. Of 42 boys examined, only 4 failed to obtain promotion, and 1 boy, Kristomohun Sircar, would have been promoted, but that he was convicted of surreptitiously altering the numbers assigned him by the mathematical examiner.

"This class will however require a great deal of exercise in writing history, before being able to compete in the next scholarship examination.

"In awarding the prizes, regard has been had to the period of standing in the class; prizes have not been granted to boys of two years' standing, unless where a marked superiority has been exhibited."

Mr. Brennand, who examined in arithmetic and geography, reported as follows:

"In mathematics, both sections of the second class senior school passed a very creditable examination; from 70 to 80 per cent. of the questions were answered correctly by the greater number. They are generally well grounded in the principal rules of arithmetic, the weak points of some few of them being in operations with decimals.

"It is greatly to be desired, that in both the sections of this class, more attention should be given to geography; the amount of knowledge acquired in this subject is exceedingly meagre, being little more than what is expected from, and accomplished by, the first class of the junior school.

"Some good maps have been executed, during the past year, by several boys of each section; those of Modoosooden Dey, Gridhary Dey, Gobind Chunder Doss and Kristomohun Chatterjee, are particularly deserving of mention.

"Section A of the third class, passed a successful examination in mathematics, the majority of the boys, displayed great facility of operation in arithmetic and elementary algebra, and good progress in two books of Euclid.

"Geography, however, has not been made a subject of equal importance with their other studies, probably, from its being a kind of knowledge easily acquired, and therefore not demanding great application.

"In section B of this class, more attention has been paid to geography; but in mathematics, their progress, though not bad, has not been so great as could be desired.

"The two sections of the first class junior school, were examined in the rules of arithmetic, as far as evolution, and the majority of them in section A, acquitted themselves well. The result was not quite so satisfactory in section B, there being about an equal number of those who did well, and those who did indifferently.

"In geography, however, the two sections have made good progress.

"The result of the examination of these and of the remaining classes, may be seen from the accompanying table."

Tabular Statement of the results of the examination in Mathematics and Geography.

Class.			Mathematics.					Geography.			
	Number.	Sections.	Strength of the Class.	Number Present.	Degrees.			Number Present.	Degrees.		
					Good.	Middling.	Bad.		Good.	Middling.	Bad.
Senior Division.	2nd.,	A.	21	21	13	4	4	21	2	14	5
		B.	23	22	16	5	1	23	2	17	4
	3rd,	A.	26	23	11	6	6	23	2	14	7
		B.	25	25	7	15	3	25	10	14	1
Junior Division.	1st.,	A.	29	29	12	12	5	26	10	12	4
		B.	34	33	14	5	14	32	17	9	6
	2nd.,	A.	31	31	17	10	4	29	14	8	7
		B.	33	31	12	8	11	29	9	13	7
	3rd.,	A.	26	25	10	13	2	24	12	7	5
		B.	27	24	12	9	3	23	15	5	3
Total,...		...	275	264	124	87	53	255	93	113	49

The superintending Pundit who examined in Bengali, reported that the six pundits of the College had given instruction during the year in the following books,—Burnomallah, Nittikotha, Monorunjun Ithihas, Hittopodesh, Gyanarnub, Probhode Chundrica, Beetalpunchecsee, and that the pupils had been well taught in spelling, in the meaning of words and parsing. In the upper classes, they had also been exercised in translation and essay writing.

Branch School at Hooghly, General Examination.

Mr. Kerr examined the pupils of this school in reading and grammar, and Mr. Thwaytes examined them in arithmetic and geography.

The examiner in reading and grammar commenced with the youngest class, and went up step by step to the highest. The following is his report:

Fourth Class, Section C.—" The boys of this class are all very young. They are in different stages of advancement, some learning the alphabet only, and others reading the simple stories of the first English Reader. The state of the class was, on the whole, very creditable. The teacher had undergone a course of training in the Normal School, before being appointed to the Hindu College Branch School, from which last place he was transferred to his present situation. He requested to be allowed to exhibit the Normal system, which he had learnt in Calcutta. The examiner having never seen the system in operation before, complied with his request. He then proceeded to examine the boys, in the Normal manner, upon 'the members of the human body;' upon which subject he asked a great many questions in English, such as 'where is the nose?' upon which all the boys placed their finger upon that member; 'where is the chin?' &c., 'what do you call this member?' placing his hand upon his arm. 'What do you call this?' touching his ear. It is not likely that the boys obtain much new information in this way, but the system may be of some use in keeping their attention alive and in accustoming them to speak English.

Fourth Class, Section B.—" The teacher joined only lately. He was previously second master of the Government School at Bancoorah. All the boys of this section, 39 in number, were present at the examination. The style of reading was not very good. They generally pronounced the words correctly, but their reading was without animation. The teacher himself examined the boys in grammar, which he did in an intelligent manner. In this subject there was no deficiency. But it will be necessary for the head master to examine the boys of this class sometimes, with the view of improving their style of reading.

Fourth Class, Section A.—" All the boys of this class, 30 in number, were present at the examination. They passed a good examination. Attention has been paid by the master to their style of reading. They are also able to parse correctly.

Third Class.—" The boys of this class can read lessons in the Azimghur Reader tolerably well. On the whole, the class passed a tolerably good examination. Sheikh Azem Hossein, a Moohummudan lad of 13 years of age, can read and speak English quite as well as any of the Hindus in the class. Such examples prove that when the Moohummudans come early to school, they are no less apt and quick in acquiring our language than the Hindus.

Second Class.—" This class passed a very fair examination in reading and grammar. The teacher himself examined it in history. In this he showed considerable judgment, but there was too great a tendency to ask minute questions on the history of Greece and Rome, in which Hindu boys, who are without classical associations, cannot be expected to feel much interest. There was also, perhaps, too great a tendency to direct the attention of the boys to remote and obscure events in history generally, especially battles, which we never have occasion to allude to in conversation, which are unconnected with principles or great results, and the very names of which the pupils are apt to mispronounce. Thus, several questions were asked about the battle of 'Pelusium,' fought

between Cambyses and the Egyptians; but the fact was omitted of Cambyses having caused, as historians say, some cats to be placed in front of his army, upon which he gained an easy victory, the Egyptians being afraid to use their arms lest they should kill the cats. It is scarcely necessary that Hindu boys, not at all necessary that very young Hindu boys, should know what particular battles Cambyses fought, or almost whether such a man as Cambyses ever lived. But if the teacher had mentioned the singular fact alluded to, the question would have become more interesting, and an obvious purpose would have been answered by it in connexion with the superstitious notions of this country.

First Class.—" This class, which is under the immediate tuition of the head master, passed, as usual, a very good examination. Besides reading well, the boys answered some questions well on paper. Five boys of this class were selected to pass the junior scholarship examination."

The examiner in arithmetic and geography, submitted the following tabular statement, in which the pupils are arranged in three classes, according to their proficiency:

Class.		Geometry.					Algebra and Arithmetic.				Geography.			
Number.	Sections	Stregth of the Class.	Number Present.	Degrees. Good.	Middling.	Bad.	Number Present.	Degrees. Good.	Middling.	Bad.	Number Present.	Degrees. Good.	Middling.	Bad.
1st, ...	...	18	17	2	9	6	17	8	5	4	16	4	5	7
2nd, ...	...	23	21	1	7	13	21	8	4	9	22	1	8	13
3rd, ...	...	27	No Geometry.				27	4	18	5	27	3	8	16
4th, ...	A.	30					30	7	11	12	28	6	8	14
4th, ...	B.	29					28	11	7	10	This Section has not commenced Geography			
4th, ...	C.	39	...	...	...	...	This Section has not commenced Arithmetic or Geography.							
Total, ...	...	166	38	3	16	19	123	38	45	40	93	14	29	50

The superintending Pundit reported that the boys of this school are reading the following books—Burnomallah, Nittikotha Parts II. and III., Gynoprodeep, Gyanarnub, Hittopodesh and Beetalpuncheesee, with meaning, spelling, parsing, &c., and translation and arithmetic, and his report is in other respects favourable.

Scholarship Examination of the Mudrissa.

It appears from Dr. Sprenger's report that the undermentioned candidates for senior scholarships passed a good examination:

Dilawer Hossein.	Secunder Alee.
Gholam Zillahee.	Chowdery Abdool Sumud.
Razool Buksh.	Modessur Hossein.

Nihaloodeen.

All of these seem to be deserving of senior scholarships, except Dilawer Hossein and Razool Buksh, who are too old to remain any longer in the Institution.

The most proficient of the candidates for junior scholarships are:

Moohummud Alee.	Nubbee Buksh.
Abdool Quadir.	Gholam Sadiq.
Busheerool Hossein.	Abed Hossein.

Moohummud Akber.

Of these, Gholam Sadiq is too old to compete for a junior scholarship, and Busheerool Hosscin has been too irregular in his attendance to deserve any reward. Junior scholarships will be given to the remaining five students.

General Examination of the Mudrissa.

The examinations of the Mudrissa were conducted by Dr. Sprenger, whose reports are annexed:

Second Class, Section A.—"This class is very bad. They have read only 56 pages of one book (the Sharhe Molla), which is far too difficult for them, and the highest number of marks obtained is 8 out of 20. No prize to this class.

Second Class, Section B.—"In the class of Mouluvee Furraghut Ali are 15 students, who read both Persian and Arabic. In the former language, they were prepared in 50 pages of the Anwari Soheli, which is a very small quantity, and in the latter they had studied the Kafiah, which none of them understood, and the Foosool Akbaree. In the Anwari Soheli and Foosool Akbaree, the examination was satisfactory.

Third Class, Section A.—"This class contains 12 pupils; most of them are much too old for the studies which they pursue. To judge from the appearance none is less than 20 years of age, yet according to the register they range from 12 to 18 years. I compared this year's return of the Mouluvee with that of last year, and find that four of them are new and of one the age was not recorded last year. Of the remaining seven, 1 has, like other mortals, grown older by 1 year; 3 have remained stationary, and 3 have become younger, *viz.*, Shaykh Abdoor Razzak was 18 years last year and is now 16; Abdool Ala Shah was 16 and now he is 15, and Akhtar Azzaman (or Moohummud Zaman) was 18 and now he is 17. Yet there is more truth in the Mouluvee's statement than appears at first sight. I bear witness that his pupils have not grown in knowledge.

"The Mouluvee continues to enter the History of India among the studies of his class, and the pupils continue to believe that this study was not to their taste and that they are perfectly ignorant in it. They read besides the Akhlake Mohsinee, 52 pages. The book is too easy, considering the ages of the pupils. They passed a satisfactory examination in it. Misbah, 20 pages, only one boy could answer the questions. Hidayat-oos Sarf, only one boy acquitted himself satisfactorily.

Third Class, Section A.—"The studies of this class, which consists of 17 pupils, are, according to the prospectus, the Bostan, the conjugation of the Arabic verb and geography. Of geography they know absolutely nothing; of the Arabic conjugation, very little; but in the Bostan they had read 80 pages, and several of the pupils passed the examination with credit.

Fourth Class, Section B.—"This class contains only 6 pupils, and they, poor boys, have spent the whole year in learning by heart the conjugation of the regular Arabic verb, and at least two of them have mastered their task.

Fourth Class, Section B.—"On the whole satisfactory. The 12 boys who constitute this class have studied Persian grammar, and 8 of them have also begun the Gulistan. One boy, Radika Proshad Sirkar, though 20 years of age, has not advanced so far as the Gulistan, and I would advise him to follow any other profession rather than that of letters.

Urdu Class.—"This useful class contains 30 pupils, I examined only those who were able to read the Tota Kahanee, and had every reason to be satisfied with them.

Persian School at Hooghly.

"In the school are two teachers. The junior teacher instructs his pupils in the elementary Persian books, the Gulistan, Bostan, Eusof's Zulaykha, &c., and they had all made very great progress. But the senior teacher wastes his time in teaching two or three pupils Arabic books which are far above their capacity, and some Persian authors—such as Zaheer Faryaby, the Sekandarnamah, &c., which are much too difficult for them, and which few pupils of the Mudrissa would be able to master. I should recommend that those who wish to read Arabic and the higher books of Persian literature, be sent to the Mudrissa, and that orders be given to the teacher to confine himself to those books which are fit to be read in a Muktub or elementary school."

Anglo-Persian Class.

The Anglo-Persian class of the Mudrissa was examined by Mr. Graves, whose report is subjoined:

"The tabular statement will show that this department passed a very unsatisfactory examination.

"Each class nominally attends the Anglo-Persian teacher for one hour daily, but in most cases the attendance even for that time is very irregular.

"The ages also of many of the boys is altogether unsuited to the classes in which they are placed, for instance, in the fourth class there are boys from 17 to 15 years' old, learning to spell monosyllables.

"Of the seven boys in the first class, one a Hindu, aged 18, was present 89, and absent 109 days, and another absent 74 days.

"The answering of one boy, Oddoyto Churn Paul, in the first class, was generally pretty good, and I consider him deserving of the reward of a book:"

Tabular Statement with reference to the examination of the Anglo-Persian Class.

Classes.		General Result.					Subjects of Examination.
				Degrees.			
Number.	Sections.	Strength of the Class.	Number Present.	Good.	Middling.	Bad.	
1st, ...	...	7	4	1	1	2	20 pages, No. 5, Prose Reader. 12 pages, No. 3, Poetry.
2nd, ...	...	4	2	0	1	1	20 pages, No. 4, Prose Reader.
3rd, ...	...	5	2	0	1	1	14 Fables from Prose Reader, No. 3, Carpenter's Spelling.
4th, ...	...	11	7	1	2	1	Spelling.—Three boys being only beginners, were not examined.
Total,	...	27	15	2	5	5	

Mr. Kerr examined the regulation class of the Mudrissa. The following questions were given out to be answered in writing:

1. What are the ordinary judicial duties of Company's Judges? What regular suits are cognizable by them?

2. What are the respective duties of Moonsiffs, Sudder Ameens, and Principal Sudder Ameens? What is the distinction between their duties and those of the Judge?

3. What do you understand by "foreclosing" land, and by "mortgage?" How is land to be foreclosed, and what measures are to be adopted for the recovery of mortgaged property?

4. If witnesses refuse to attend Court, can the Court compel them to attend?

5. Can the zemindar when he pleases increase the ryots' rent? Can the zemindar oust the ryot without instituting legal proceedings? Is the relation between the ryot and zemindar in this country exactly the same as that between the farmer and landlord in England?

6. What are the principal obstacles to the due administration of justice in the East India Company's territories?

Five of the students tried to answer these questions in English. Mr. Hill's answers were the best. Premchand Paul's answers were also good. The other three candidates

would have done better if they had answered in Bengali, as they write English very imperfectly.

The answers of the remaining nineteen candidates, which were all written in Bengali, were carefully examined by Babu Lokenauth Bose, Principal Sudder Ameen of Hooghly. He assigns the first place in merit to Dasruttee Ghose.

Persian School at Hooghly.

Mr. Kerr examined the English class of the Oriental School at Hooghly. His report is given below, and it is far from encouraging:

"Eleven boys of this small school are learning English. Their acquirements are meagre in the extreme, and there has been no improvement since last year. A large number of the boys read very fast and confusedly, wedging several words together. The only good reader is Amjid Hossein, who deserves a prize."

Library.

Several valuable works have been added to the Library during the year, including Campbell's Lives of the Chancellors and Chief Justices, Mackintosh's Works, Sydney Smith's Moral Philosophy, Sir W. Temple's Works, Report of the British Association for the Advancement of Science from 1832 to 1849, and Somerville's Physical Geography.

Several of the old class books that have been kept in the Library of the Branch School, have been sold to the pupils during the year, and some that remain will be disposed of in the course of next year.

Buildings.

The College buildings are in good repair. The Head Master of the Branch School reports that the school building has not undergone a general thorough repair since the beginning of 1818. The beams require to be examined by a competent person.

Medical College of Bengal.

SESSION 1851-52.

SEVENTEENTH YEAR.

UNDER THE IMMEDIATE CONTROL AND SUPERINTENDENCE OF THE COUNCIL OF EDUCATION.

College Council.

D STEWART, M. D.
H WALKER, ESQ.
R O'SHAUGHNESSY, ESQ., F R. C. S.
H FALCONER, M D, F. R. S
ALLAN WEBB, M D.
ANDREW ROBERTSON, ESQ.
W. MARTIN, ESQ
C. T O. WOODFORD, M. D.
E. GOODEVE, M. B.

F. J. MOUAT, M. D., F. R. C. S.,... ... ... *Member, Secretary and Treasurer.*

Instructive Establishment.

English Department.

Professor of Anatomy and Physiology and Curator of the Museum,	H WALKER, ESQ.
Professor of Descriptive and Surgical Anatomy,	ALLAN WEBB, ESQ.
Assistant Demonstrator of Anatomy,	DWARKANATH BOSE, M. R. C. S.
Professor of Chemistry and Practical Pharmacy,	A. ROBERTSON, ESQ.
Professor of Botany,	DR. FALCONER.
Professor of Medicine,	DR MOUAT.
Professor of Surgery,	R O SHAUGHNESSY, ESQ.
Professor of Midwifery,	DR STEWART, (on sick leave)
Officiating Professor of Midwifery,	DR. E GOODEVE.
Professor of Materia Medica,	DR. E GOODEVE.
Professor of Medical Jurisprudence,	DR. WOODFORD.
Professor of Ophthalmic Medicine and Surgery,	W. MARTIN, ESQ.

Military Class.

Superintendent and Lecturer on Anatomy and Surgery,	PUNDIT MADUSUDEN GUPTA.
Teacher of Materia Medica,	SUB-ASSISTANT SURGEON SIB CHUNDER KURMOKAR.
Teacher of Medicine,	SUB-ASSISTANT SURGEON PROSUNNO COOMAR MITTER.

Male Hospital.

Physician,	DR. F. J. MOUAT
Assistant Physician,	DR. S G CHUCKERBUTTY.
Surgeon,	R. O'SHAUGHNESSY, ESQ.
House Surgeon and Apothecary,	MR. G. DALY, G. M C. B.

Female and Lying-in Hospital.

Physician, ... Dr. Stewart, (on sick leave)
Officiating Physician, ... Dr. E. Goodeve.
Resident Surgeon, ... Sub-Assistant Surgeon Prosunno Coomar Mittee.
Goodeve Scholar, ... Umbika Churn Chatterjee.

Out-Door Dispensary.

Superintendent, ... Mr. G. Daly.

The following is a list of the pupils of the English class at the close of the session:

Stipendiary Students, ...	49
Robertson Scholars, ...	3
Free Students, ...	60
Subordinate Medical Department, ...	16
Total, ...	128

Of the Natives, six are Moohummudans, and the remainder Hindus. Of the latter there are—

Brahmins, ...	20
Boidos, ...	7
Coistos, ...	35
Weavers, ...	6
Barbers, ...	2
Bankers, ...	5
Teelee, ...	1
Sutgope, ...	1
Moduck, ...	1
Total, ...	78

In the Military class there are ninety-nine pupils upon the full monthly pay of 5 rupees, eighteen free students, ten pupils from Assam, and five from Arracan, making in all one hundred and thirty-two. Of these one hundred and two are Moohummudans, twenty-five are Hindus, and five Burmese. Of the Hindu students there are—

Brahmins, ...	3
Coistos, ...	8
Chuttries, ...	9
Aheeree, ...	2
Chumar, ...	2
Rowany, ...	1
Total, ...	25

Ninety-five of the pupils are natives of the North-Western Provinces and Assam, fourteen of Bengal, and five of Arracan.

The following tabular statement shows the attendance of the pupils of the English Class, during the session 1851-52.

CLASS.	Number of Lectures	Number of Students attending	Total present at all the Lectures during the Session	Total absent during the Session	Daily Average		Remarks.
					Present.	Absent.	
Anatomy and Physiology,...	144	68	8,864	908	61·69	6 30	As in former years
Descriptive and Surgical Anatomy, ...	100	63	5,630	670	56 30	6·70	
Medicine, ...	104	39	3,946	110	37·94	1 6	
Surgery,...	97	38	3,471	215	35·78	2 21	
Midwifery,...	71	38	2,421	277	34·9	3 90	
Chemistry, ...	80	86	6,007	873	75·8	10 91	
Botany, ...	63	81	4,054	1,049	64 34	16 65	
Materia Medica, ...	91	76	6,446	470	70·83	5 17	
Medical Jurisprudence, (Toxicology)	50	30	1,291	209	25 82	4 18	
Ophthalmic Medicine and Surgery, ...	27	43	1,001	160	37 8	5 92	

Changes in the Establishment.

Dr. Mouat returned from sick leave, and resumed charge of his duties in the College on the 16th of June last.

In January, Dr. Duncan Stewart applied for twelve months' leave on Medical Certificate, which was granted to him by the Government. Dr. Edward Goodeve was appointed temporarily to conduct the duties of the chair of Midwifery.

Bengali Class.

In July last a proposal, drawn up by Dr. Jackson, regarding the establishment of a class of Bengali Native Doctors in connexion with the Medical College, was submitted to the Council of Education for consideration. It appeared upon a reference to the records of the department that a scheme for effecting the same desirable object had been drawn up in 1813 by Dr. Mouat, in connexion with the last Dewan, Ram Comul Sen, a Hindu gentleman of the Physician caste, who had always exhibited a great interest in the subject.

It was considered premature at that time, and laid aside in consequence.

The two plans, which agreed in their general features, and differed only in some points of detail, were considered together.

After discussion by the College Council and the Council of Education, the following amended scheme was finally adopted, and sanctioned by the Government, *viz.*:

"A Bengali Class to be educated on the same plan, and to the same extent as the Hindustani Class, shall be established in the Medical College.

"It shall consist in the first instance of 50 pupils, who shall each receive a monthly stipend of 5 rupees; and of as many free students as may be willing to study at their own expense.

"The pupils shall be selected from all respectable castes, the preference in selection being given to those possessing the highest qualification. A due proportion of stipends will be reserved for Mofussil pupils.

"All candidates shall be examined by a Committee composed of the Principal and two Professors of the Sanscrit College, to ascertain that they possess a competent knowledge of the Bengali language and Literature, so as to read and write it with fluency and facility.

"They shall be taught the subjects of Anatomy, Materia Medica and the Chemistry connected with it, Medicine, and Surgery in the Bengali language.

"They shall remain at least two years in the Institution, shall practice dissection of the human body, and attend the hospitals and out-door dispensary in the same manner and for the same purpose as the pupils of the Hindustani class.

"They shall not be required to live on the premises, but must attend daily from 10 A. M. until 4 P. M.

"No student shall be admitted before the age of 18, or after that of 25 years.

"Native Zemindars and the Governors of Charitable Institutions shall have the privilege of sending students to be educated in the Bengali Class for subsequent employment by them. These students shall be supported by the persons recommending them.

"All students shall pass such an examination for a diploma as shall be hereafter determined on, and such of them as shall be selected for the purpose shall be transferred to any appointment in Bengal which the Government may select, to be placed under Deputy Magistrates, to be attached to Jail Hospitals, or to be employed as Vaccinators, &c."

To enable the Council to carry into effect this plan, which they believe to be capable of producing a large amount of public benefit, a reorganization of the Instructive establishment of the Vernacular classes has been sanctioned. Pundit Madusuden Gupta has been appointed general superintendent and teacher of Anatomy to both classes. Babu Shib

Chunder Kurmokar has been nominated teacher of Materia Medica, and Babu Prosunno Coomar Mitter teacher of Medicine to the two classes.

The Medical Board have been requested to select a teacher of Surgery from among the graduates of the Medical College who have most distinguished themselves as practical and operating Surgeons.

The new class will be opened on the 15th of June next.

The following report from the College Council has been received:

"The conduct of the students of the English and Hindustani Classes in the lecture rooms and hospitals has been satisfactory during the past session, no very serious breaches of discipline having occurred.

Conduct of Students.

The student apprentices have conducted themselves to the satisfaction of the immediate authority under which they are placed.

In the examinations of some of the classes unfair practices were detected, which rendered it necessary to punish the offenders. The offence has heretofore been so rare in this College that no special provision regarding it is contained in the rules of the institution. The Council are of opinion that future offenders should be expelled.

The special reports of the Professors express general satisfaction, with the attendance and attainments of the students.

Special Reports of the Professors.

The Professor of Botany remarked, that but one of the third year native students entered into the competition for honors.

The Professor of Materia Medica regretted that a larger proportion of junior diploma candidates was rejected than in former years; but added that the Honor and Test Examinations had produced a fair share of good answers, some of them excellent.

The only special remarks recorded by the Professor of Ophthalmic Medicine and Surgery, was that his pupils had been somewhat irregular in attending the examinations of the class.

The Professor of Chemistry was unable to lecture for some weeks on account of severe sickness, but completed his course notwithstanding.

The Professor of Medical Jurisprudence noted that his class had been more regular than formerly in attending judicial post mortem examinations, of which 116 had been performed during the session.

The Professor of Medicine stated that the only novelty in the proceedings of his department had been the institution of the office of practising pupils, which he had found to work well as far as it had been adopted.

The diploma and general examinations of the Hindustani class and the junior diploma examination of the English class was conducted by the Professors of the College, each in his own department.

Examinations.

The detailed tabular statements of the results are contained in the appendix.

Junior diplomas were granted to the following students:—the rest were remanded for the periods and subjects mentioned in the statement above referred to.

1 Mohes Chunder Ghose.
2 Roma Churn Bose.
3 Soorjee Coormar Mookerjee.
4 Ashotosh Goopta.
5 A. Solomon.
6 Chunder Nath Bose.
7 Koylas Chunder Dutt.
8 M. M. Gasper.

Student Apprentices.

Eight of the student apprentices having completed the time of study and residence required by the orders of the Government, were examined for certificates of qualification. The examination was conducted by Professors Webb, Robertson, Goodeve, R. O'Shaughnessy, and Mouat, on the subjects of Anatomy, Chemistry, Materia Medica, Surgery, and Medicine. The examiners were aided by Surgeon McClelland and Assistant Surgeons Cantor and Macpherson as special Assessors.

Certificates of qualification in the above-mentioned subjects were awarded to the following students, all of them having passed:

1 T. Briscoe.
2 F. H. A. Leach.
3 C. L. Fox.
4 S. Porter.
5 J. Hart.
6 J. Greene.
7 W. Sinclair.
8 S. Grose.

Native Doctors.

The examination for the diploma of Native Doctors was conducted by the Professors of Anatomy and Physiology, Medicine, Surgery, and Materia Medica, each in his own department.

Forty-nine candidates presented themselves for examination, of whom thirty-four were found qualified for the public service, and fifteen were remanded to their studies.

The names of the former are—

1 Shaik Hyat Buksh.
2 Shaikh Ali Moohummud,
3 Meer Ahmud Ali.
4 Meer Tej Ali.
5 Shaikh Nezabuth Ali.
6 Shaikh Goolam Moohummud.
7 Shaikh Kurrim Buksh.
8 Shaikh Azimoodeen.
9 Chirunjen Pautuck.
10 Bhughut Singh.
11 Doorgapersaud.
12 Shaikh Elahee Buksh, 1st.
13 Shaikh Korban Ali, 1st.
14 Rughonath Singh.
15 Balgobind Singh.
16 Shaikh Esmail.
17 Shaikh Bahadoor.
18 Shaikh Ruhim Buksh, 1st.
19 Shaikh Abdul Ghunee.
20 Shaikh Ramzan Ali, 1st.
21 Shaikh Wahud Ali.
22 Shaikh Elahee Buksh, 2nd.

23 Yusuf Khan.
24 Ullah Yar Khan.
25 Shaikh Hossain Buksh, 1st.
26 Amanuth Khan.
27 Greedharee Lall.
28 Shaikh Chadee.
29 Moohummud Shuffee.
30 Shaikh Kasim Ali, 2nd.
31 Rusool Buksh Khan.
32 Khyrath Ali Khan.
33 Shaikh Korban Ali, 2nd.
34 Mirza Jafur Ali.

Senior Diploma Examination.

The diploma examination of the English class was again conducted by Senior Surgeon J. Forsyth, assisted by the following Officers as Assessors:

Senior Surgeon J. Grant, ... Apothecary General.
Surgeon G. Craigie, M. D., ... Presidency Surgeon.
„ H. Chapman, ... Presidency Surgeon.
„ J. McClelland, M. D., Examiner of Emigrants proceeding to the Mauritius.
„ J. Jackson, M. B., ... Surgeon to the Native Hospital and Presidency Surgeon.
Assistant Surgeon F. P. Strong, Surgeon 24-Pergunnahs.

The following are the names of students who presented themselves for final examination, and to whom diplomas were granted:

1 G. Daly.
2 Chunder Coomar Dey.
3 Abdool Hamid, 1st.
4 Abdool Hamid, 2nd.
5 Brindabun Chunder Chatterjee.
6 Gopaul Chunder Pautuck.
7 Umbika Churn Chatterjee.
8 Brijonath Bundhoo.
9 W. E. Hannah.
10 A. J. Meyer.
11 D. O'Brien.
12 M. M. Gasper.
13. Amin-u-din.

The examiner reported that:

"It will be seen that the whole number (12) of the season have been pronounced qualified in all the branches on which they were examined, in the presence of the assessors and myself, a fact that in itself argues much for the efficiency of the Institution, and for the diligence of the pupils, and leaves indeed little room for remark on our part.

"To say that there was not the inequality in acquirements, to a certain extent, that is usually observed on such occasions, would be incorrect, and would also be unjust to those of the candidates, especially Mr. Daly and Babu Chunder Coomar Dey who distinguished themselves highly in every subject embraced by the examinations; but it appeared to us that the average of quickness and intelligence, as well as of facility in writing and speaking the English language, ranged higher than in most of the trials of former years at which it was our duty to attend.

"In the important practical subjects of Medicine and Surgery, as shown both in the written theses and oral examinations, the candidates generally afforded very gratifying evidence of careful tuition and assiduous study, while the case and dexterity displayed in the dissecting room bore satisfactory witness to the industry with which they had availed themselves of the opportunities, in this regard, enjoyed to a fuller extent by the students of this Medical School than by those, perhaps, of any other in the world.

"On the branch of midwifery, the trials were on the whole not so satisfactory. It appeared to us that some of the candidates, though they had read up to the occasion, had not had opportunities of familiarizing themselves with the details of bed-side practice, so indispensible in this branch of the profession. This may be owing in some measure to the limited means as yet afforded by the lying-in wards attached to the institution, though judging from the statements of some of the candidates themselves, there appears to have been irregularity in warning them to attend when cases of labor were in progress, and we would recommend that such amendment may be made in this particular, as on inquiry may appear to be advisable.

"I have only to add that the candidate Amin-u-din, who failed last year, has also been pronounced qualified on this occasion."

The Gold Medal for general proficiency was awarded to George Daly.

Medical College Hospital.

The large Hospital referred to in former reports is now nearly completed, and is expected to be ready for the reception of patients in a few months. A detailed account of the Institution, with its cost and other circumstances considered of sufficient interest to be placed on record, will be contained in the next report of the Medical College.

Buildings.

The present buildings are in good repair, but are no longer sufficient for the increasing wants of the institution. A communication has been addressed to the Government upon the subject of the additions required, particularly in regard to the extension of the Museum and of the Anatomical department generally.

Dacca College.

TENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
H. T. Raikes, Esq., C. S.,	*Commissioner of Revenue*
C. T. Davidson, Esq., C. S.,	*Judge.*
H. Atherton, Esq., C. S.,	*Abkaree Commissioner.*
G. P. Leycester, Esq., C. S.,	*Collector.*
C. W. Mackillop, Esq., C. S.,	*Magistrate.*
Dr. W. A. Green,	*Civil Surgeon.*
Syud Abbas Ali Khan Bahadoor,	*Principal Sudder Ameen.*
Revd. H. R. Shepherd,	*Chaplain.*
J. P. Wise, Esq.,	*Zemindars.*
J. C. Sarkies, Esq.,	
N. P. Pogose, Esq.,	
Khajeh Alim Oollah,	
Babu Raj Mohun Roy,	
Mirza Golam Peer,	
Babu Mitrajeet Sing,	

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
G. Lewis, Esq., ...	*Principal, and Secretary to Local Committee,*	600	23rd June 1846.
D. Foggo, Esq., B. A., ...	*Head Master,*	400	19th July 1850.
Senior Department.			
Mr. F. Tydd, ...	*First Assistant Master,*	300	9th July 1847.
„ J. S. Rees, ...	*Second Assistant Master,*	200	2nd April 1846.
„ W. J. Gunn, ...	*Third Assistant Master,*	150	1st May 1846.
„ S. Robinson, ...	*Fourth Assistant Master,*	150	1st Feb. 1850.
Junior Department.			
Mr. L. F. Lefevre, ...	*First Master,*	100	1st Feb. 1850.
Babu Ram Sunker Sein, ...	*Second Master,*	80	11th Dec. 1850.
„ Ramnarain Seel, ...	*Third Master,*	65	1st July 1849
„ Bhugwan Chunder Bose, ..	*Fourth Master,*	50	1st July 1849.
„ Kassublaul Chund, ...	*Fifth Master,*	40	1st June 1848.
„ Rammanic Sing, ...	*Sixth Master,*	30	1st June 1848.
„ Muddun Mohun Bysack, ..	*Seventh Master,*	20	11th Dec. 1850.
„ Bharrut Chunder Mitter, ..	*Supernumerary Stipendiary Master,*	20	
Vernacular Department.			
Shama Churn Surma, ...	*Senior Pundit,*	40	1st May 1845.
Hurro Chunder Surma, ...	*Junior Pundit,*	30	20th Feb. 1835.
Establishment.			
Babu Bonomally Doss, ...	*Librarian,*	20	15th Aug. 1846.
„ Mony Mohun Chund	*Writer,*	19	15th Aug. 1846.

Eleven Servants.

Changes. At the commencement of the session, Mr. Robinson was raised from the Junior to the Senior Department, to strengthen the latter, consequent on the addition to it of a third class to complete its strength; and all the masters of the Junior Department received a step. This promotion involved no increase of salaries, which now assimilate, in the Junior Department of this College, very closely with those of the same Department in the Colleges of Hooghly and Kishnaghur.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund Fees.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.		Items.	Total.
Rs. As.	Rs.	Rs. As.	Rs.			
5,703 7	23,622	29,415 7	23,040	Principal, ...	7,200 0 0	
				English Teachers.	19,237 5 2	
				Vernacular Teachers,..	837 15 10	
				Establishment, ...	1,080 0 0	
				Scholarships, English,..	2,102 9 3½	
				Contingencies, ...	436 2 0	
				Prizes, ...	150 0 0	
						31,140 0 3½

The expenditure is, therefore, two thousand one hundred rupees less than it amounted to last year.

Statement of the number of Students and Average Attendance.	Christians.	Moohummudans.	Hindus.	Total.
Number of Admissions, ...	9	4	66	79
Number of Withdrawals, ...	6	6	48	60
Deaths, ...	0	0	4	4
Number on the Rolls, beginning of Session,... ...	0	0	0	373
Number on the Rolls, end of Session, September 30th 1852, ...	32	26	328	386
Daily Average Attendance,...	0	0	0	343

Of the "withdrawals," nineteen left from the College department, most of them to fill respectable situations, as is shown in a subsequent statement, (Appendix F. p. ccxxxi.); seven from the Senior School, and the rest from the Junior School department.

Of the "admissions," nine pupils joined the College from the Commillah school, four with junior scholarships, and five with free scholarships. The last-mentioned would not have been able to enter the College, but for the liberality of the Civilians of Commillah, who subscribed a sum sufficient for their maintenance at a distance from their homes.

English and Bengali are the languages taught in this College.

Statement of the Annual Collections of Fees since 1842-43.

Years.	Schooling Fees Realized.			Remarks.
1842-43, ...	0	0	0	
1843-44,...	150	0	0	
1844-45, ...	1269	10	0	
1845-46,...	2759	3	0	
1846-47, ...	2898	0	0	
1847-48,...	3224	8	0	
1848-49, ...	3807	0	0	
1849-50,...	4352	2	0	
1850-51, ...	4582	4	0	
1851-52,...	5793	1	0	

The income of the College from this source, may, therefore, be certainly expected to increase rapidly and considerably.

Statement exhibiting the Number of Scholarship-holders and Pay and Free Pupils of the Dacca College, on the 30*th Sept.* 1852.

Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
12	16	358	0	386	

The new rules for scholarships having been for the first time enforced after the last examinations, fewer scholarships were gained this year.

Cost of Educating each Pupil.

Number of Pupils on the Rolls, 30th September 1852.				Total Expenditure of the College, (less the amount of Fees) for 1852.			Annual cost of educating each Pupil for 1852.		
Hindus.	Christians.	Moohummudans.	Total.	Rs.	As.	P.	Rs.	As.	P.
328	32	26	386	25,346	9	3½	65	10	8; or
							Rs. 5	7	6
							each pupil *monthly*.		

Last year the cost of educating each pupil amounted to six rupees, two annas, six pie monthly. A reduction of eleven annas on each pupil has, therefore, taken place during the session.

Ex-Students.

These are scattering more and more widely over the Eastern part of Bengal; some penetrating as far as Assam; all, it is hoped, carrying with them superior morals, as well as superior intelligence and information. Mr. Lewis reports that he continues to receive the best accounts of the most distinguished of them. Ram Sunker Sein gives every satisfaction as a teacher in the Collegiate school. Bhugwun Chunder Bose is spoken of in high terms at Commillah. Gour Narain Roy has been placed by the Judge of Dacca at the head of his office establishment. Both of the last-mentioned, it is understood, have the promise of translatorships to Judges, as soon as the new office is sanctioned by the Sudder Dewanny. Mr. Hume Stephen has received the appointment of Deputy Magistrate from the Government of Bengal. The teacher of the Furreedpore school has been appointed a Police Darogah.

It has been remarked by some that the students of the Government Colleges do not make good Darogahs. The best possible evidence has been furnished to the Principal that

some of the ex-students of the College of Dacca have completely succeeded in the arduous office. Krishna Chunder Dutt, employed as a Darogah under the Magistrate of Howrah, in particular is recommended for promotion, as having gained the respect and applause of all classes who, though they may not practise, yet know how to admire real honesty and integrity of purpose. The general success that attends his investigations, Mr. Lewis is informed, is a proof of his intelligence, ability, and integrity of purpose.

Perhaps no greater blessing could be conferred on the people of Bengal than that of providing an ample supply of honest, able, and intelligent Darogahs for their protection.

In Appendix F. (p. ccxxxii) will be found a statement of the ex-students of the College Department who have left the College with employment since its establishment, and who draw from the state about forty thousand rupees annually, as salaries.

The next statement in the Appendix (p. ccxxxvi) shows that the gentry of Dacca, European and Native, continue to manifest the liveliest interest in the prosperity of the College of their city. The thanks of the Council of Education were returned, in acknowledging the handsome subscriptions recorded.

The Library Gold Medal.

The subject chosen this year for the examination of the candidates of this College for the library gold medal was, "the history of the Em- "peror Charles the Fifth and his contem- "poraries, both European and Asiatic, embracing the lives of "the most celebrated men of his time." Only one candidate, Mr. Carapiet Stephen, of the second class, presented himself for examination. The following is a list of the books from the College Library read by him: Robertson's Charles the Fifth; Campbell's Wolsey; Ranke's Pontificates of Leo X., Adrian VI., Clement VII., Paul III. and Paul IV.; James's Foreign Statesmen, Vol. I. *viz.* Cardinal Ximenes, Leo X., Granville and Maurice of Saxony; and Keightley's Reign of Henry VIII. The examination questions, which will be found in connexion with the senior scholarship questions, were set by Mr. Foggo. The answers of Mr. Stephen "well "deserve the medal. His style has very greatly improved "during the last two years, and is now, if not faultless, very "creditable; and the manner in which he answered the ques- "tions set, good and full, considering that his list of books "read is not very extensive, though it appears to contain all "that is to be found in the College Library on the subject."

The Donnelly Silver Medal.

This medal, presented by the officers of the Akbarree Department of the Dacca Division, in perpetual commemoration of the late A. F. Donnelly, Esq., Abkarree Commissioner, was gained this year by the best student of the College in History.

Babu Ram Lochun Ghose's Prizes.

The five prizes available out of the interest of Babu Ram Lochun Ghose's donation of one thousand rupees, were gained this year by the undermentioned students:

Radagobind Moitry, 2nd Class S. S. Dept.,	*English Literature.*
A. Avdall, 3rd Class S. S. Dept., ...	*Ditto.*
Radagobind Moitry, 2nd Class Ditto, ...	*Bengali.*
Kisto Nath Moitry, 3rd Class Ditto, ...	*Ditto.*
Mohim Chunder Doss, 3rd Ditto, ...	*Regular attendance.*

Masters.

The conduct of masters has been generally quite satisfactory.

The Library.

The library is in good condition, and has been very freely resorted to. At the commencement of the session it contained one thousand, five hundred and ninety-six works, in three thousand, and twenty-nine volumes; it now embraces one thousand, seven hundred and sixty-two works, in three thousand, three hundred and seventeen volumes. The following are amongst the most important of the works added during the year:

Smith's Greek and Roman Biography and Antiquities, 4 vols.
Burnet's Own Times, and Reformation, 3 vols.
Campbell's Lord Chancellors and Chief Justices, 9 vols.
Johnston's Physical Atlas, *folio.*
Sir Isaac Newton's Works, 5 vols., *4to.*
Duke of Wellington's Despatches, 13 vols.
La Place's Mechanique Celeste, 4 vols.
Poisson's Mechanics, 2 vols.

It is in contemplation to add a new library room to the College building, to meet the demand for increased accommodation.

Apparatus.

The apparatus is much in the same condition as when last reported on. The only addition made to it during the year is a model of a steam engine presented by J. P. Wise, Esq.

The Estimation in which the College is held.

There is every reason to believe the College occupies a high place in the estimation of the people of this part of Bengal.

* This was presented by Henry Atherton, Esq., C. S.

College Building. The buildings having been occupied upwards of six years without undergoing any other repairs than those which are made annually, they will be placed at the disposal of the Executive Officer for thorough repair as soon as the College closes for the long vacation, under orders from the Council. Dr. Mouat, writing on the character of the building when last visited by him, remarks: "As soon as the demands on the education "funds for building the new College at Kishnaghur have "been met, and there is a surplus available, I beg strongly to "recommend that a new library be constructed, as well as a "theatre capable of holding at least 500 persons." A plan of effecting the proposed additions has been submitted to the Council, and the Executive Officer, Major Graham, is now at work, drafting an estimate of its probable expense.

Deputation of the Council. Dr. Mouat, the Secretary to the Council of Education, having been deputed by the Council to visit the College in January last, the following is an extract from his official report on the occasion:

"The masters are earnest and zealous, and the whole discipline of the College is excellent.

"The spirit of the Principal pervades it in every department, and I found it altogether in so satisfactory a state as to lead me in my address after the distribution of prizes and scholarships, to render the special thanks of the Council to the Principal and Masters, for their zealous and successful exertions during the past year."

A Statement of the Classes Examined.

College Department.		Senior School.		Junior School.		Total.
First Class, ...	3	First Class,...	33	First Class,...	33	
Second Class, ..	10	Second Class,.	25	Second, A, ...	29	
Third Class, ...	12	Third Class,...	24	„ B, ...	36	
Fourth Class,...	15			Third, A, ...	38	
				„ B, ...	36	
				Fourth, A, ...	33	
				„ B, ...	34	
				„ C, ...	25	
Total,.....	40	Total,.....	82	Total,.....	264	386

This statement shows that all the departments of the College contain the full complement of classes. This completion was effected without adding to the expenditure of the College, by increasing the number of classes in the senior school department from two to three, and by raising Mr. Robinson from the Junior Department to provide instruction for the added class, as has been already remarked.

Examinations.

The four classes of the College department were examined in the senior scholarship papers. Mr. Foggo's absence on leave on medical certificate, extending over upwards of two-thirds of the session, the progress of the senior scholarship candidates cannot reasonably be expected to be very satisfactory, notwithstanding the very creditable exertions of Mr. Tydd and Mr. Rees, who officiated for Mr. Foggo, Mr. Rees teaching all the mathematical classes of the College department, during Mr. Foggo's absence.

The first class of the senior school department, and all the classes below it, were examined by the College officers as a part of their regular duty. The first class of the senior school department, consisting of thirty-three pupils, with the two best pupils of Mr. Pogose's school, competed for junior scholarships; the questions for which examinations, in conformity with the orders of the Council of Education, were set by the College officers, the answers being valued by the officers who set the questions.

The Commissioner of revenue, the Judge, and the Collector, were engaged, during the senior scholarship examinations, in examining the young Civil Servants of the division; but the Abkarree commissioner and Dr. Green, attended each two days, partially to supply their places at the College examinations.

In connexion with the senior scholarship examinations, the Principal reported that an examinee, Hur Koomar Bose, of the third College class, had waited on Mr. Foggo to state that he was prepared to prove by witnesses that one of the students, Thomas Kallonas, of the same class, had received unfair assistance on one of the mathematical days on which Mr. Foggo was the officer of the College on duty for the day. On the same day that the representation was received, a searching investigation into the case was conducted by Mr. Lewis and Mr. Foggo, but no evidence of any validity of unfair practices being adduced, the charge was dismissed as founded only in the imagination of the informer.

The results of the senior scholarship examinations will be found in the Appendix, and the remarks of the examiners in the body of the Report of the Council of Education.

Statement of the Junior Scholarship Examinations.

Date.	Subject.	Examiner.
October 5th, ...	Grammar, ...	Mr. Foggo.
„ 6th ...	History, ...	Mr. Tydd.
„ 7th, ...	Mathematics, ...	Mr. Foggo.
„ 8th, ...	Geography,...	Mr. Rees.
„ 9th, ...	Translations, ...	Mr. Tydd.
„ 11th, ...	Literature, ...	Mr. Lewis.
„ 12th, ...	Oral Reading, ...	Mr. Lewis.

The subjoined statement embodies the results of these junior scholarship examinations:

Statement of the Results of the Junior Scholarship Examinations of the Dacca College for 1852.

Number.	Names of Candidates.	Number of years in Class.	Institution.	Position in the College.	Year of Scholarship.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Reading.	Total 350.	Remarks.
1	Greeja Sunkur Doss,...	1	Dacca C. S.,	Candidate, .	.	35·5	42	39	41·4	41·5	26	32	257·4	
2	Callee Prosunno Roy,...	1	Ditto, ...	Ditto, ...	...	30	37	39·5	34	35	31	35	241·5	
3	Raj Mohun Bose, ...	1	Ditto, ...	Ditto, ...	...	30	31	31·5	33	38	26·5	32	222	
4	Obhoy Churn Doss, ...	1	Commillah,..	Free, ...	1st	31	37	17·25	28	37	31·5	30	211·75	Gain Schps.
5	Tarinee Pursaud Roy,	1	Ditto, ...	Ditto, ...	1st	32	40	12·25	26·4	39	28·5	33	211·15	
6	Alfred Tydd, ...	1	Dacca C. S.,	Candidate,..	...	30	44	11·5	17·4	32	35	40	209·9	
7	Anund Chunder Sein, ..	1	Commillah..,	Free, ...	1st	32	37	13	22 8	38	29·5	35	207·3	
8	Surrut Chunder Doss,...	1	Ditto, ...	Jr. Scholar,	1st	29	36	22 75	29	35	24·5	30	206·25	Retains.
9	A. J. Stephen, ...	1	Dacca, ...	Candidate,..	...	30	42	15·75	26·8	22	32	37	205·55	Gain Schps.
10	Chunder Kant Doss, ...	1	Ditto, ...	Ditto, ...	...	27	36	20·5	30 6	35	30	24	203·6	
11	Chunder Koomar Roy,	1	Baraset, ...	Free, ...	...	24·5	30	31	25·4	30	28·5	30	199·4	Retains.
12	Cassee Kinkur Sein, ...	1	Dacca, ..	Candidate,..	.	29	35	27	28·4	28	26	26	199·4	Gains a Schp.
13	Tripoora Churn Doss,	1	Commillah,..	Free, ...	1st	26·5	29	9·5	29·4	41	28	35	198·4	Retains. [Tkt.
14	Bolye Chund Bysack,...	1	Dacca, ...	Candidate,..	...	29	36	8·25	23·6	40	24	32	192·85	Gains a Free
15	Gobind Pursaud Chuckerbutty, ...	1	Sylhet, ...	Jr. Scholar,	1st	16	40	6·5	22·8	40	31·5	35	191·8	Retains.
16	Rahim Khan, ...	1	Dacca, ..	Candidate,..	...	29	33	12·75	26·4	31	24 5	33	189·65	Gain Free Tkts.
17	J. E. Cooke, ...	1	Ditto, ...	Ditto, ...	...	32	38	13·25	27·8	10	31·5	35	187·55	
18	Bharut Chunder Doss,...	1	Commillah,..	Free, ...	1st	33	32	10·5	20·2	35	29	27	186·7	Retains.
19	Anund Mohun Mozimdar, ...	...	Pogose, ...	.....	...	23½	32	16·5	31·4	30	19	30	182·4	Gain Free Tkts.
20	Brijo Laul Moitry, ...	...	Ditto, ...	.....	...	32⅔	30	10·5	29·6	25	23	30	180·6	

Number.	Names of Candidates.	Number of years in Class.	Institutions.	Position in the College.	Year of Scholarship.	SUBJECTS. Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Reading.	Total. 350.	Remarks.
21	Kisto Koomar Bysack,	1	Dacca, ...	Candidate,..	...	28	26	23	26	29	25	23	180	Gain Free Tkts.
22	Hurris Chunder Surma,	1	Ditto, ...	Ditto, ...	...	28	28	21·75	14	33	22	30	176 75	Gain Free Tkts.
23	Gour Mohun Bysack, ..	1	Ditto, ...	Ditto, ...	...	23	31	19·25	24	28	23	20	168·25	Forfeit.
24	Sree Nath Roy, ...	1	Commillah,..	Jr. Scholar,	1st	23·5	29	18·5	19	32	19	25	166	Forfeit.
25	Callee Koomar Gooho,	1	Sylhet, ...	Ditto, ...	1st	22	16	22·25	23·2	32	21	25	161·45	Forfeit.
26	Kisto Koomar Roy, ..	1	Dacca, ...	Candidate,..	...	26	27	16·25	23·8	16	20	20	149·05	
27	Issen Chunder Banerjee,	1	Ditto, ...	Ditto, ...	..	25	25	17·25	17·2	12	19	22	137·45	
28	Jadub Narain Doss, ...	1	Ditto, ...	Ditto, ...	...	23·5	23	11·5	20·6	13	14·5	20	126·1	
29	Mohes Chunder Nundy,	1	Ditto, ...	Ditto, ...	...	20	15	7·5	21·6	22	20	20	126·1	
30	Sib Chunder Majoomdar, ...	1	Ditto, ...	Ditto, ...	...	25	15	2	12·6	34	16·5	20	125·1	
31	Omes Chunder Majoomdar, ...	1	Ditto, ...	Ditto, ...	...	15	13	0	8·4	20	13	23	92·4	
32	Hurry Mohun Doss, ...	1	Ditto, ...	Ditto, ...	...	24·5	13	9	...	...	...	...	46·5	Taken ill during examination.
33	Neel Komul Soorma, ...	1	Commillah,..	Jr. Scholar,	1st	24	...	.....	...	...	...	...	24	Taken ill during examination.
34	Shama Sunkur Doss, ...	1	Dacca, ...	Candidate,..	...	...	21	.....	...	...	...	...	21	Stopped for unfair practices.
35	Kissore Mohun Doss,...	1	Ditto, ...	Ditto, ...	...	18·5	13	13·25	13·6	16	15·75	15	105·1	

The following remarks apply to these examinations. Mr. Foggo writes:

"In *Grammar*, the questions taken from the class-book were generally well and fully answered. Indeed, it is too much the practice to answer such questions as admit of it, verbatim from the author read; whereas in applying the principles and canons to examples not seen beforehand, there are far too many failures. Bad spelling, too, is more common than it should be among candidates for junior scholarships."

History:—Mr. Tydd reports, that—

"From the answers given by the students, I am of opinion, that they have paid much attention to the subject."

Bengali:—The Senior Pundit and Mr. Tydd—

"Agree in thinking that the students in general acquitted themselves satisfactorily. The only defect worth noticing was in Bengali orthography."

Mathematics:—Mr. Foggo—

"I have few remarks to make on the mathematical examinations. There is more variation in the number of marks gained this year than last, so that though 2 or 3 are much higher than any last, yet the average is lower."

The other examiners left the marks awarded by them to speak for themselves.

Promotions.

During the session, orders were received from the Council, after consulting the head officers of their several Colleges on the subject, to promote all students who gain two-fifths, and upwards, of the full standard of marks.

Special orders were subsequently received for the removal, after the examinations, of all pupils of the second year in their class, who fail to gain this proportion, or two-fifths.

Under these provisions, therefore, twenty-six of the junior scholarship candidates will receive promotion to the College department.

Free Students.

Students of private schools may compete in the College for free studentships; and, on gaining the prescribed number of marks, are admitted to the College as Free Students. At the end of the first year, these compete on equal terms with the other College candidates for junior scholarships. It is presumed, therefore, that the free scholars of the Government Zillah Schools will enjoy the same privilege, and that the College junior scholarships will be awarded in the order of merit, without reference to the school from which the competitor may have joined the College.

Both the boys from Mr. Pogose's school have entitled themselves to free studentships in the College.

Mathematics.

The remark of the late President of the Council of Education, in connexion with the senior scholarship standard of marks, applies with even greater force to that for junior scholarships. "At "present, mathematics are neglected, because of the small "number of marks that can be gained even by the greatest "proficiency in them."

The oral reading subject should be abolished, and mathematics be substituted for it. The mathematical standard would then be 100, instead of 50, as at present.

Non-Scholarship Examinations.

The examinations of the pupils who did not compete for scholarships, that is, of the pupils of the second and third classes Senior school department, and of all those of the Junior school department, commenced on the 20th of September, and lasted till the scholarship examinations began—Sundays excepted.

Second and Third Classes, Senior School.

These classes have been taught in all English subjects by Mr. Gunn, except in the mathematics, instruction in which was imparted by Mr. Robinson; this division of subjects having been made at the beginning of the session, with a view to the advantages likely to result from it both to the masters and classes.

Second Class, Senior School.

This class contains twenty-five pupils; all present, but one sick.

MR. LEWIS.

"This class passed a middling examination in oral reading. In explanation of their poetical reading they passed exceedingly well, it being impossible to fasten on a passage with which they were not intimately acquainted. Mr. Lewis also tested them in the explanation of extracts from their historical reader, but in this they were not nearly so well prepared, and consequently failed. In grammar the greater number of the boys passed a fair examination, but in many instances the handwriting is still slovenly, and the spelling incorrect, though there is an improvement on former years."

MR. FOGGO.

"This class has not been able to accomplish the whole of the prescribed course in the mathematics, on account of some boys having been promoted from the Junior department, but the result is generally creditable, though I regret so many failures in any question requiring a little thought. But few of them gave the definitions in geometry correctly. More attention must be paid to this point in future. More ought, I think, to have been done, even making allowance for the cause of delay, but on my return from

sick leave, I found the class so much behind hand, that I was obliged to be content with only part of the 6th book of Euclid, and to submit to a slight reduction in the standard of algebra."

MR. TYDD. "The answers given by the students of this class to the questions selected from the history of Rome, were on the whole satisfactory, and would have gained higher marks had the students been more careful in their language."

MR. REES. "The examination of this class in geography was satisfactory."

Bengali. "The boys acquitted themselves to the satisfaction of their examiners in translation, but there is much room open for improvement in orthography."

Third Class, Senior School. Contains twenty-four pupils; all present but one sick.

MR. LEWIS. "Oral reading—generally indifferent. The boys read too fast, and clip their words. Poetical reading—explanation of, very fair generally; not more than six dull boys. The grammatical questions put in connexion with explanation, were almost always answered correctly and quickly."

MR. FOGGO. "The examination in geometry is not altogether satisfactory. Several seem not to have the slightest idea of reasoning. Few have done fairly, and none remarkably well. In algebra, I am sorry to say, nearly all the class work exceedingly ill, and know little or nothing. There are but four or five exceptions, one of whom cleared the papers, and could scarcely have done better. The master is inexperienced in these matters, and has unfortunately had little assistance."

MR. TYDD. "In history the boys of this class passed as good an examination as could be expected from them, evincing considerable progress made during the year."

MR. REES. "This class has passed a fair examination in geography, but most of the answers were disfigured by bad grammar and worse spelling."

MR. TYDD AND THE PUNDIT. "Their translation from English to Bengali was very good. In converting Bengali into English, their failure lies in the orthography."

First Class, Junior Department. This class contains thirty-three pupils under Mr. Lefevre; thirty-two present, one on leave.

MR. LEWIS. "These boys for the most part read well. They passed a very good examination in the explanations of their prose and poetical readers, as well as in English grammar.

MR. FOGGO. "This class passed a satisfactory examination in arithmetic and dictation."

MR TYDD AND THE PUNDIT. "These boys obtained low marks in Bengali."

MR. REES. "The examination of this class in geography was satisfactory. The pupils should be examined more frequently by means of written questions to improve their handwriting."

Second Class, Section A. Contains twenty-nine pupils, under Babu Ram Sunker Sein; twenty-eight present, one sick.

"There is great equality in the oral reading of this class, which is generally very fair. Explanation and grammar, good, with four or five exceptions."
MR. LEWIS.

"This class passed a satisfactory examination in arithmetic and dictation. The boys behave well."
MR. FOGGO.

"The teacher deserves great praise for his exertions in improving this class in Bengali."
MR. TYDD AND THE PUNDIT.

"This class passed a creditable examination in geography. The discipline of the class is good."
MR. REES.

Second Class, Section B. This class contains thirty-six pupils, under Babu Ramnarain Seel; thirty-three present, three sick. The oral reading was generally good. The boys passed well in explanation and grammar—with eleven exceptions; a very satisfactory examination in arithmetic and dictation; a satisfactory examination in geography, and an unsatisfactory, in Bengali. The boys are orderly, and well-behaved.

Third Class, Section A. This class contains thirty-eight boys, thirty-six of whom were present, two sick, under Babu Bhugwan Chunder Bose. The oral reading was very good; free, clear, and distinct. The explanation and grammar, fair. The boys work very correctly in arithmetic, especially in the first rules, but in dictation they did not do so well as section B. In geography they passed a fair examination, as did they also in Bengali.

Third Class, Section B. This class contains thirty-six pupils, all present, but two sick. It is taught by Babu Kassublaul Chund. The discipline of the class is very unsatisfactory. A few of the boys read well, but the generality indifferently; the explanation poor, few being able to give the English meanings. In grammar the full quantity had not been learnt. They do not work well in arithmetic, and there was much copying during the examination, Mr. Foggo being obliged to turn out twelve boys. In dictation the handwriting was generally good, and the spelling correct. In geography the boys did not pass a satisfactory examination. In Bengali, it seemed as if little attention had been paid to the subject.

Fourth Class, Section A. This class contains thirty-three boys, all present, under Babu Rammanic Sing. In oral reading they acquitted themselves very creditably.

In dictation, the spelling was correct, the handwriting neat and clear. The examinations in arithmetic and Bengali were also very creditable. The discipline of the class also is very good.

Fourth Class, Section B. Thirty-four boys, all present, under Babu Muddun Mohun Bysack. In oral reading the pronunciation was generally middling; dictation, middling—neither good nor bad. In arithmetic this section passed a very good examination; and a satisfactory examination in Bengali.

Fourth Class, Section C. Twenty-five little boys, under Babu Bharrut Chunder Mitter. The result of this examination in reading was satisfactory.

Statement of Government Prizes, Junior Department.

Names of Gainers.		Subjects of Competition.
	First Class.	
Kali Koomar Naug,	...	Literature.
Obhoyanund Doss,	...	Arithmetic.
J. W. Mylne,	...	Geography.
Koonj Beharee Dey,	...	Bengali.
Taruk Nath Sein,	...	Regular Attendance.
	Second Class, Section A.	
Shudendo Mohun Roy,	...	Literature.
Grish Chunder Mitter,	...	Arithmetic.
Ram Chunder Roy,	...	Geography.
Shudendo Mohun Roy,	...	Bengali.
Grish Chunder Mitter,	...	Regular Attendance.
	Second Class, Section B.	
Omes Chunder Mitter,	...	Literature.
Bharrut Chunder Doss,	...	Arithmetic.
Mudun Mohun Banerjee,	...	Geography.
Sreesh Chunder Surma,	...	Bengali.
J. P. A. G. Simon and C. Florentine,		Regular Attendance.
	Third Class, Section A.	
Grish Chunder Doss,	...	Literature.
Grish Chunder Doss,	...	Arithmetic.
Parbutty Churn Roy,	...	Geography.
Gobind Chunder Roy,	...	Bengali.
Bussunt Coomar Bysack,	...	Regular Attendance.

Names of Gainers.		Subjects of Competition.
Third Class, Section B.		
Hem Chunder Mojoomdar,	...	Literature.
Soorjoo Koomar Ghose,	...	Arithmetic.
Hem Chunder Mojoomdar,	...	Geography.
Bhugobutty Churn Bose,	...	Bengali.
Andrew,	...	Regular Attendance.

Private English Schools.

Dr. Mouat having recommended the Council of Education "to assign to the Furreedpore school "two free studentships annually in the "Dacca College for the two first boys, "provided they are found competent by the principal to join "the classes for which their ages render them eligible," and the Council having sanctioned the recommendation, Mr. Lewis solicited the same privilege in behalf of the private schools reported on last year, at Mymensing, &c., &c. The Council were pleased to sanction the applications as they were severally forwarded. Pupils to be eligible to these free studentships must be admissible to one or other of the three classes of the Senior school department; the several standards of study of which have been forwarded to the private schools. It is manifest that the sanction by the Council of this conditional privilege to the private schools, of sending their best pupils as free students to the College, tends directly to assimilate them with the school department of the College, and with the Government Zillah Schools. It is essential to the efficiency of the latter, that their scholarship candidates should be eligible to admission to the College on the same condition that applies to free students from the private schools, *viz.*, provided their age does not exceed the standard of the first class, senior school department, in which they are placed on joining the College.

Mr. Pogose's School, Dacca.

This school counts one hundred and fifteen pupils, under its head master, Babu Kaly Kishore Chatterjee, assisted by three teachers, and a pundit, in English and Bengali. The monthly fees collected amount to 54 rupees and a half, the cost of educating each pupil being 11½ annas a month, Mr. Pogose supplying the difference from his own purse, besides contributing munificently for prizes. Two students from this school competed last year for junior scholarships, and were not far from success. Joachim Pogose, Esq. and Babu Sonatun Bysack, have also given each a silver medal to encourage the pupils.

The Furreedpore School.

The Secretary to this school writes, that "during the last "session the transfer of the institution to "the list of Government Zillah Schools, "and the appointment of a local committee "to superintend its working, were effected, at the recommen- "dation of the Council of Education." The number of pupils in attendance is seventy-four, who have paid during the year 1,015 rupees for their education, the cost of instructing each amounting, therefore, to 1 rupee, 11 annas, monthly. The school continues to be countenanced by the gentry of the station, European and Native. The privilege of sending the two best boys annually to the Dacca College sanctioned by the Council, the secretary reports, has excited much competition amongst the pupils. The Committee look forward with much interest to this school's becoming a branch of the Dacca College.

Mymensing.

This school continues to flourish under its head master, Babu Oma Churn Banerjee, though it sustained a great loss in the removal from the station to a superior post of Mr. R. Cairncs Raikes. Mr. W. Alexander, his successor, however, takes much interest in the school, which continues to be as well supported as before. It counts eighty-one pupils, and shows an average daily attendance of sixty-five. Many of the boys of the English school study Bengali in the Government Vernacular school adjoining it. The Committee think that if the English school were amalgamated with this Government Vernacular school, which has been transferred from the Board of Revenue to the charge of the Council of Education, much good would result to both. The pupils pay 39 rupees, and the residents subscribe 42 rupecs monthly, to meet the expenses of the school, which amount to 80 rupees and a half. The principal civilians, and Babus Kaly Kissore Roy, Bhyrub Chunder Chowdree, Luckhee Debea, Raja Bishonath Singh, and Babus Kaly Chunder Chowdree, Sumbhoo Chunder Roy, and Ram Chunder Roy, are the supporters of the school. Two boys joined the College during the year, and four others obtained situations.

The Burisaul School.

In this school there are three departments. The average daily attendance in the English department is 74 boys.

Persian, ...	44
Bengali, ...	32
Making a total of, ...	150

The amount of fees collected is 41 rupees, the cost of educating each pupil being about 1 rupee, 2 annas, in the English Department, which is under the management of Mr. Bareiro, its head master. Raja Sutty Churn Ghosal and the resident civilians make up the difference between the income and the expenditure of the school by monthly subscriptions, assisted by the interest of some funded property belonging to the school.

The Nattore School.

Babu Prausnath Roy, the wealthy and public-spirited zemindar of Bauleah, having taken upon himself the entire support of this school and placed it on a sure footing, it has risen greatly in estimation. This enlightened gentleman in July last placed upwards of a lakh of rupees in the hands of the Government, to secure the permanency of the institution, as well as for the endowment of a Dispensary. The school contains seventy-seven pupils, and no fees being at present demanded from them, the cost of educating each is about 2 rupees. "The permission to send 2 boys free to the Dacca College," the Secretary writes, "cannot but be attended with highly "beneficial effects. The very fact of there being a connex-"ion with a Government College would be the means of "extending its sphere of usefulness." Fees ought to be demanded forthwith in payment for the instruction imparted.

Pubna School.

This school contains one hundred and thirteen pupils, of whom one hundred and ten are Hindus, and three Musulmans. The schooling fees collected monthly amount to 60 rupees, 8 annas, and the subscriptions of the civilians and other resident gentlemen to 47 rupees, making a total income of 107 rupees, which more than covers all the expenses of the school. English and Bengali are the only languages studied in it, the subjects of the highest class being those embraced by the Government junior scholarship course. The committee are in possession of funds nearly sufficient to build a house similar to the Government school-house at Bauleah. They are very desirous that the school should be taken under the fostering care of the Council, and hope much good will result from the free studentships in the Dacca College, sanctioned by the Council.

Sylhet.

There are two private schools in this station. One of them is under the care of the Revd. Mr. Pryse. It contains fifty-one boys, fees not being

demanded. These are distributed into three English, and three Bengali classes, and one Persian class. The studies of the highest English class are of a liberal character—equalling in difficulty and extent those of the Government junior scholarship standard, and embracing, besides, Scripture history. Mr. Pryse writes—"an offer of a scholarship to as "many as could reach the standard of examination, subject of "course to the restrictions as to age and period of study, "would be appreciated as a liberality and a kindness on the "part of Government."

Lushkerpore School, Sylhet.

This school is situated on the Kovay, about 45 miles from Sylhet. It was established about three years ago by the moonsiff of the place, Babu Ramturruk Roy. It contains thirty pupils, taught by an ex-student of the Dacca College, each of whom pays eight annas a month, as a fee. Twenty-five rupees are also subscribed by the most respectable Hindus of the place, to meet the deficiency. The studies are not so high as those of the junior scholarship standard, neither arithmetic nor geometry being taught in the school.

Noakhallee.

This school is under the charge of Mr. Jones, the head master, who is earnest in his endeavours to advance it. It is supported by the payment of fees, and by subscriptions, Rajas Purtab Singh, and Issur Chunder Singh, contributing 300 rupees, Mr. H. Atherton, C. S., 100, Mr. E. Baker, 120, Sherafut Alee Chowdry, 60, Mouluvee Salamutoollah, 36, and deputy collector Kissen Kant Roy, 24 rupees annually. The school at present contains only twenty-six pupils, the highest class studying subjects not very different from the Council's standard for junior scholarships. Mr. Jones expects much good will result from the permission sanctioned to send his two best boys annually as free students to the Dacca College.

Chittagong Catholic Free School.

This school consists of sixty-four pupils, chiefly Christians, who are distributed into five classes and taught by three masters, the present head master being an ex-student of the Dacca College. The object of the school, which has no separate funds of its own, but is supported by private subscriptions, is to give a plain education in English and Bengali, and to fit its pupils for clerkships.

Furreedpore School.

1851-52.

ESTABLISHED ON THE 3RD JANUARY 1850.

THIRD YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
T. B MACTIER, ESQ., C. S., ...	*Joint Magistrate and Deputy Collector.*
C. MACKAY, ESQ	*Principal Sudder Ameen.*
C. W. COSTLY, ESQ., ...	*Deputy Collector.*
A. A. DUNLOP, ESQ , ...	*Unconnected with Government.*
SYUD ZAINUDDEEN HOSSEIN, ESQ , ...	*Deputy Magistrate.*
BABU NEELCOMUL SEAL,.....	*Abkaree Superintendent.*
,, KALLACHAND DEY, ...	*Sub-Assistant Surgeon.*
,, GREESH CHUNDER GHOSE, ...	*Sudder Mooneiff and Deputy Magistrate.*
,, MADHUB CHUND MOOKERJEE,....	*Foujdaree Shirishtadar.*
,, GOLUCK CHUNDER ROY,.....	*Dewanny ditto.*
,, ANAND CHUNDER BOSE, ...	*Collectorate ditto.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Bhugobut Churn Gangoly,..	*Head Master,*	40	3rd January 1850.
,, Anand Chunder Doss, ..	*Second Master,*	20	5th December 1851.
Goluck Chunder Turkbagis, ..	*Pundit,*	15	3rd January 1850.
Servants, ...	.. ..	7	

Statement exhibiting the Number, Caste, &c., on the 30th September 1852.

Brahmins, ...	27
Chuttrees or Rajpoots, ...	1
Boiddos, ...	8
Kyusts, ...	33
Bonic, ...	1
Shaha, ...	4
Total number of Pupils, ...	74

Statement exhibiting the Number of Scholarshipholders and Pay and Free Pupils, on the 30th September 1852.

Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
0	0	73	1	74	

Statement exhibiting the Number of Students studing different languages, on the 30th September 1852.

English, ... 74
Bengali, ... 74

Local Receipts and Disbursements,

Resources of Annual Income.					Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.	Nature of Charges.	Items.	Total.
Government Promissory Note 1,200. Donations, Subscriptions, Schooling Fees, &c., 1,474-14-5.	..	2,674 14 5	....	Head Master,.. ..	441 8 8	
				English Teachers,..	255 14 5	
				Vernacular Teacher,	174 9 6	
				Servants,..	83 4 10	
				Contingencies, ...	20 12 1½	
				Prizes, ...	28 12 0	
				Stationery,..	5 4 0	
						1,010 1 6½

Schooling Fees realized from 1st October 1851 to 30th September 1852.

Months.	Amount of Schooling Fees realized.			Remarks.
October 1851, ...	73	0	0	
November „	78	0	0	
December „	94	0	0	
January 1852, ...	82	0	0	
February „	80	0	0	
March „	79	0	0	
April „	77	0	0	
May „	82	0	0	
June „	78	0	0	
July „	71	0	0	
August „	54	0	0	
September „	*27	0	0	* The remainder of the demand for this month is under realization.
Arrears for the past year collected, ...	140	0	0	
Total, ...	1,015	0	0	

Statement of Students admitted or withdrawn during the Year.

	Moohummudans.	Hindus.	Total.
Number of Admissions, ...	1	39	40
Dismissals, ...	0	19	19
Withdrawals, ...	2	14	16
Deaths,...	0	2	2
On the Rolls ending September 1851,...	0	0	71
Ditto September 1852, ...	0	74	74
Daily average Attendance, ...	0	0	49½

Local Subscriptions.

T. B. Mactier, Esq., ...	Rs.	10	Babu Kallachand Dey, ... Rs. 2
C. Mackay, Esq., ...	„	2	„ Greesh Chunder Ghose, „ 2
C. W. Costly, Esq., ...	„	1	„ Kollydoss Shundeal,... „ 4
K. H. Stephen, Esq., ...	„	1	„ Kristo Jeon Buxshee, „ 5
Syud Zainuddeen Hossein, Esq., ...	„	5	„ Joynarain Sicdar, ... „ 3
Babu Neelcomul Seal, ...	„	2	„ Anand Chunder Bose, „ 1

The subscribers possess the right of recommending boys for admission to the school, whose schooling fees are deducted from their subscriptions.

The following is the report for the past year submitted by the Local Committee:—

Changes.

"In December last Babu Kollycoomar Roy, the late second master, having resigned his appointment, Babu Anand Chunder Doss, one of the *alumni* of the Dacca College, was selected to succeed him.

"During the last session the transfer of the institution to the list of Government Zillah Schools, and the appointment of a Local Committee to superintend its working, were effected, on the recommendation of the Council of Education. The Council was further pleased in April last to confer upon the school the privilege of two free studentships annually to the Dacca College for two of the best boys of the first class, which has served to excite among the pupils of that class a spirit of emulation, which cannot fail of success.

Studies and other matters brought to the notice of the Council.

"With a view to transfer boys to the College at Dacca, on their attaining a fair knowledge of the elements of English literature and science, the committee propose to adopt as far as practicable in this school, at the commencement of the ensuing session, the standard of studies pursued in the school department of the Dacca College. The introduction of this measure, the committee believe, will not only secure for the boys who are in affluent circumstances a higher order of instruction than a preparatory school can afford to bestow, but will prevent advanced boys from impeding the progress of their younger fellow students, who aspire to rise and fill up vacancies created by the timely removal of their seniors.

"For the better security of the funds of the Institution, the committee have proposed to place them in the hands of the deputy collector of the district, and requested him to communicate with the accountant of the Government of Bengal, to open a new head in his treasury account on account of the school.

"In conformity with the existing rules of the Institution, the committee have hitherto invariably rejected applications from parties seeking free admissions to the school, and intend to adhere to them; believing, not without reason, that any departure from the present practice, will be productive of no small inconvenience from frequent withdrawals and re-admissions of boys, who do not appreciate the value of a liberal education when gratuitously bestowed upon them.

" In April and July last, severe fever prevailed in this district, to which two of the promising boys of the school fell victims, and a great many of them suffered from its injurious effects. This will account for the small average of attendance of the boys during the last session.

Sickness.

" The conduct of the students during the year was, with one solitary exception, quiet and orderly, the head master being a strict disciplinarian. A fine of one rupee was levied on a boy whose conduct the committee noticed with censure, for his severely assaulting another boy with whom he was playing in the school compound.

Conduct of the Students.

" From the circumstance of there being here no educational institution of any kind, nor even vernacular schools, which have been established in various parts of the Lower Provinces, and from frequent applications made by indigent parties for free admissions, it is to be safely inferred that the school occupies a high place in the estimation of the public. The popularity of the institution is also owing to the encouragement held out by Mr. Mactier, the joint magistrate and deputy collector of the district, by employing one of the ex-students as a Mohurir, in preference to other candidates, and his evincing every disposition to give effect to the merit-fostering minute of Lord Hardinge, of the 10th October 1844.

Estimation of the School by the Native Community.

" Mr. Davidson, the civil and sessions judge of Dacca, has kindly promised to place at the disposal of the committee 50 rupees, to be awarded this year as a prize or prizes to the meritorious students of the school. His good example has been followed by Mr. Stephen, one of the ex-students of the Dacca College, and a deputy magistrate of this district, who has offered a prize of 10 rupees to the best boy in the second class, which he kindly undertook to examine. Mr. Macnair's prize of 32 rupees, for the best Bengali Essay, on a given subject, was competed for by the boys of the first class, and was won by Gopal Chunder Roy, whose paper was deemed sufficiently good to entitle him to such a reward, but in considerating of the Essay not meriting a higher reward, 8 rupees only were awarded.

Special Prizes.

" Appended below, are the brief statements of the results of the examinations of the different classes.

Examination.

" This class, composed of fourteen boys, of whom three sick, one absent on leave, one absent, was under Babu Bhugobut Churn Gangoly, the head master. Mr. Mackay and Babus Neelcomul Seal and Greesh Chunder Ghose, who examined in reading and grammar, report, that ' the style of their reading was good. Their explanation was fair, but none of them, except Denonath Dutt, could obtain the highest attainable mark, which was 20. In grammar they acquitted them-

First Class.

Studies of the Class.

1 Azimghur Reader, to page 69.
2 Lennie's Grammar, Syntax finished.
3 Catechism of the History of Greece, to page 29.
4 Clift's Geography, to page 39.
5 Bonnycastle's Arithmetic, to Vulgar Fractions.

Average Age 14¼.

Names of Prize Boys.

1 Denonath Dutt.
2 Joy Chunder Lusker.
3 Mohim Chunder Doss.
4 Denonath Bhuttacharje.
5 Issan Chunder Bose.
6 Surodapersad Roy.

selves to our entire satisfaction; the promptitude and facility with which they answered questions put to them, which were no fewer than twenty-three, showed that they were carefully taught. This class is under the tuition of the head master, and appears to be in an efficient state.' Mr. Costly who examined them in history, says, that 'the junior boys appear to have made more progress in their studies than their senior class fellows, their answers to almost all of the questions were remarkably correct.' In arithmetic Mr. Mactier says, that 'the examination is not so satisfactory as could be wished.' In geography Babu Kallachand Dey remarks, that 'the facility and correctness with which most of them answered many difficult questions, showed that their teacher had taken much pains in instructing them. I recommend Mohim Chunder Doss as deserving of a prize, as he obtained the highest number, and acquitted himself to my entire satisfaction.'

"This class, composed of twenty-five boys, of whom six were absent, was taught in arithmetic by Babu Bhugobut Chunder Gangoly, the head master, and in the rest of the subjects by Babu Anand Chunder Doss, second master. Mr. Stephen, who examined this class in reader and grammar, reports, that 'the boys passed a very fair examination in grammar and explanation; but they read very very badly. Probhat Chunder Sein comes first in the list.' Mr. Mactier, who examined in arithmetic, remarks that—'the progress made by this class is very creditable to the master, but I would wish to see Bengali less used in explaining the questions.' In geography Babu Kallachand Dey recorded his opinion in the following terms: 'On the whole I am much pleased with their general knowledge of the principal countries, cities, mountains, rivers, &c., in Asia, and with their readiness in pointing them out on the map. This class is taught by the second master, Babu Anand Chunder Doss, who appears, from the state of his class, to be an efficient teacher.'

Second Class.

Studies of the Class.

1 Prose Reader No. 2, to page 69.
2 Murray's Grammar, to page 34.
3 Cliff's Geography, to page 17.
4 Chamier's Arithmetic, to Reduction and Compound Division.

Average Age 13½.

Names of Prize Boys.

1 Probhat Chunder Sein.
2 Groochurn Dutt.
3 Nobin Chunder Gangoly.
4 Prosunno Coomar Roy.
5 Hurris Chunder Sircar.

Third Class.

Studies of the Class.

1 Prose Reader No. 1, to page 29.
2 Murray's Spelling, to page 59.

Average Age 11½.

Names of Prize Boys.

1 Loleet Mohun Doss.
2 Anand Chunder Mitter.
3 Shamachurn Shundeal.
4 Haran Chunder Chowdry.
5 Goluck Mohun Ghose.
6 Mohesh Chunder Chund.

"This class, consisting of thirty-five boys, of whom eight were absent, was under Babu Anand Chunder Doss, the second master. The examiner of this class, Babu Neelcomul Seal, reported favorably of the progress made by the boys.

Vernacular Examination.

"The gentlemen who conducted the vernacular examination of the school felt themselves satisfied at the progress made by the pupils of the different classes.

"The library of the school, comprising the books chiefly contributed by the late lamented Mr. Bethune, has received no addition to its contents, during the session under review.

School Library.

"The school bungalow having suffered slightly by the late gale, whose ruinous effects were felt in various parts of Bengal, stands in need of a partial repair.

School House.

"We cannot conclude this interesting review of the transactions of the school for the past academical year, without repeating the request we have made to the Council of Education, to make this a Government school, in order to secure the stability of the institution, from which much good to the people is not expected in vain."

This school receives no support from the Education Funds, and is very creditably conducted by the Members of the Local Committee.

Visitation Report by the Secretary to the Council.

The Secretary to the Council visited this school on his way back from Dacca, and at the request of the native managing committee presided at their distribution of prizes on Saturday, the 24th of January.

The following is his report:

"There was a very large concourse of native spectators present who appeared to take a great interest in the proceedings.

"I examined two of the classes, and then gave away the prizes, which consisted of well-selected and for the most part useful school books.

"The report of the year was read by the native secretary and showed that the school continued to make slow but sure progress.

"I am afraid, however, that it is likely to decline should the present members of the native management, and particularly their active and zealous secretary, leave the station.

"The school is well deserving of encouragement, and the only method of assisting it in the present state of the Education Funds, which suggests itself to me, is to assign to it two free studentships annually in the Dacca College for the two first boys, provided they are found competent by the Principal to join the classes for which their ages render them eligible."

Kishnaghur College.

ESTABLISHED ON THE 1ST JANUARY 1845.

SEVENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
J. C. BROWN, ESQ.,	*Civil and Sessions Judge of Zillah Nuddea.*
G. W. BATTYE, ESQ.,	*Collector of Zillah Nuddea.*
C. F. MONTRESOR, ESQ.,	*Magistrate of Zillah Nuddea.*
MAJOR J. LANG,	*30th Regt. N. I. ; Supt. of Nuddea Rivers.*
C. ARCHER, ESQ., M. D.,	*Civil Assistant Surgeon of Zillah Nuddea.*
MOHARAJAH SREESH CHUNDER ROY BAHADOOR.	
BABU RAMLOCHUN GHOSE,	*Principal Sudder Ameen of Zillah Nuddea.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
M. Rochfort, Esq.,...	*Principal,*	600	11th Nov. 1846.
A. S. Harrison, Esq., B. A., ..	*Head Master,*	400	17th Nov. 1848.
Senior School Department.			
Mr. S W. Bradbury, ...	*First Assistant Master,*	300	4th Nov. 1846.
Mr. G. Beatson, ...	*Second Assistant Master,* ..	200	14th Dec. 1846.
Mr. J. G. Beauland, ...	*Third Assistant Master,*	150	8th Dec. 1845.
Junior School Department.			
Babu Omesh Chunder Dutt, ..	*First Master,*	100	14th May 1851.
,, Doyal Chand Roy, ...	*Second Master,*	80	4th Mar. 1846.
,, Mohindronauth Banerjee,..	*Third Master,*	60	31st Oct. 1851.
,, Banee Madub Bose, ...	*Fourth Master,*	50	10th Feb. 1847.
,, Gobind Chunder Koonr, ..	*Fifth Master,*	40	25th Nov. 1848.
,, Hurronath Mitter, ...	*Sixth Master,*	30	24th Nov. 1851.
,, Bama Churn Chowdry, ..	*Seventh Master,*	20	20th Nov. 1851.
Vacant, ...	*Eighth Master.*		
Pundit Anund Chunder Sheeromonee, ...	*Head Pundit,*	50	1st July 1846.
,, Nobogopal Turkolonkar,..	*Second Pundit,*	30	3rd Aug. 1846.
C. Archer, Esq., M. D., ...	*Medical Attendant,*	100	13th May 1846.

Office Establishment.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Raj Mohun Pal, ...	*Head Writer,*	30	1st Feb. 1849.
„ Denonath Shen, ...	*Second Writer,*	20	1st Feb. 1849.
„ Punchanun Pal, ...	*Third Writer,*	12	1st Dec. 1851.
Servants, ...	....	53	

Statement exhibiting the Number, Religion, &c., of the Pupils on the 30th September 1852.

Number of Pupils.	Christian.	Moohummudans.	Hindus.	Remarks.
200	1	4	195	

Statement exhibiting the Number of Scholarshipholders and Pay and Free Pupils on the 30th September 1852.

Scholarship-holders.	Free Scholars.*	Pay Pupils.	Free Pupils.	Total.	Remarks.
†14	6	169	11	200	† Including 6 Junior Scholarships tenable at the College as follows: Bancoorah School,... 3 Burdwan School, ... 3 — 6

* Free scholars are those qualified for scholarships for whom there were no vacancies.

Statement exhibiting the Number of Students studying different Languages on the 30th September 1852.

English and Bengali, ... 200

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses, as fixed by Government, dated 1st October 1845.		Items.	Total.
				Principal, ... 7,200 0 0		
				English Teachers, ... 17,144 2 0½		
				Vernacular Pundits, ... 960 0 0		
				Medical Attendant, ... 1,200 0 0		
				Office Establishment, ... 744 0 0		
				Servants ditto, ... 636 0 0		
			33,336 0 0		27,884 2 0½	
			*1,500 0 0	English Scholarships, ...	2,131 0 0	
				Contingent Charges, ...	397 5 0	
				House-rent, ...	1,500 0 0	
				Punkah Pullers, ...	240 15 6	
				Book Allowance, ...	1,200 0 0	
				Prize-books, ...	150 0 0	
				Repairs of the College House, ...	23 0 0	
						33,526 6 0½

Statement of Schooling Fees realized from the 1st October 1851 to 30th September 1852.

Months.	Amount realized.			Remarks.
October 1851, ...	523	0	0	
November „	409	0	0	
December „	405	0	0	
January 1852, ...	421	0	0	
February „	421	0	0	
March „	428	0	0	
April „	375	0	0	
May „	418	0	0	
June „	399	0	0	
July „	414	0	0	
August „	392	0	0	
September „	391	0	0	
	4,996	0	0	
Fines realized from 1st October 1851 to 30th September 1852,...	220	13	0	
Total, Co's Rs., ...	5,216	13	0	

* House-rent.

Changes in the Establishment.

Babu Guru Churn Chatterjee, third master Junior School, on the 31st October 1851, was appointed second master of the Baulcah Government School on a salary of 80 rupees a month, and Babu Mohindronauth Banerjee, third master of the Baulcah School, was transferred to this College as third master of the Junior School, upon a reduced salary of 60 rupees per month. Babu Gadadhur Chuckerbutty, sixth master of the Junior School, on 22nd November 1851, was appointed third master to the Baulcah School upon a salary of 40 rupees per month. Babu Hurronauth Mitter, seventh master in this College, was promoted to the sixth mastership; and Babu Bama Churn Chowdry, of the first Collegiate class, was appointed as seventh master.

In March last, Mr. Beanland, second master of the Senior School, was permitted to act for an absent master in the Hindu College. His class was placed under Babu Omesh Chunder Dutt, first master in the Junior Department; and Babu Rashbeharee Bose, a very deserving young man, the first student of this College, 1851-52, officiated for Babu Omesh Chunder Dutt for four months.

Estimation in which the College is held by the Native Community.

The College is in high repute with the Natives of Kishnaghur, and now that the foundation of the new building has been laid, there can be no doubt that it will rise and flourish for the future.

The Funds.

The only funds belonging to the Institution are 14,833 rupees in the hands of the Government Agent, subscribed by the resident Natives for the purpose of building a College.

Library.

The Library consists of 726 works in 1,522 volumes for use and circulation; 79 works in 155 volumes were added during the session. Dr. Mouat presented to the College 50 volumes of the Edinburgh Review, and some other works which will be specified in the general return of the library.

Instruments.

The philosophical Instruments are in perfect repair.

College Building.

The house now occupied by the College is out of repair and in an imperfect state.

Masters.

The masters have been attentive and zealous in the discharge of their duties.

Students. The students conducted themselves with propriety, and paid particular attention to their studies.

Two students, Neelmoney Gungooley and Sreenath Shen, were permitted to have their names inserted in the Council's list.

The examination of the School classes was conducted by the Principal, Head Master, Mr. Bradbury, Mr. Beatson, and Maharajah Sreesh Chunder Roy Bahadoor.

First Class, Second Section, Senior School Department.

History.—Keightley's England, from page 64 to 312 vol. 1st.
Prose.—No. 10 Moral Tales, King's Messenger, and the Reward of Honesty.
Poetical Reader, No. 3 Part 2nd; Pope, and Prior, from page 121 to 144.
Grammar.—Chambers', vol. 2nd, from page 20 to 125; Syntax.
Arithmetic.—The whole.
Algebra.
Euclid.—4 Books.

This class consists of 17 students, of the average age of $17\frac{2}{16}$ years, who were examined in Literature by the Principal, and in Mathematics and Geography by the Head Master, and in Bengali by Maharajah Sreesh Chunder Roy Bahadoor.

The Principal says of this class—

"The answers in literature, history, and grammar, were very creditable. The class has made good progress."

The Head Master remarks—

"In arithmetic and algebra they did on the whole tolerably; their arithmetic not being however nearly so good (with one exception) as their algebra.

"Their geometry (4 books of Euclid) was better, but no one worked either of two deductions, though a large number wrote their propositions well.

"Their geography was poor, especially as to the use of the globes."

The Maharajah reports—

"With the exception of a few idiomatical expressions, which it cannot be expected that these boys would be able to translate, their translations from English into Bengali and from the latter into the former were on the whole very creditable. Reading and spelling good."

Recommended for Certificates.

1 Beedoobhooshun Bose.
2 Kassy Chunder Mookerjee.
3 Sreenarain Doss.
4 Juggodish Chowdry.

Second Class, Senior School Department.

Literature.

Goldsmith's Essays, to page 51.
Poetical Reader No. 3, New Edition to p. 50.

This class consists of 17 students, of the average age of $17\frac{2}{17}$ years, who were examined by the Principal, Head Master, and Maharajah Sreesh Chunder Roy Bahadoor.

History.—Keightley's Rome; part 3, the three Punic Wars.
Grammar—Lennie's; the whole.
Geography and Map Drawing.

Mathematics.

Euclid.—The first book and easy deductions.
Algebra.—To Simple Equations.
Arithmetic.—The whole.

Bengali.

Chambers' Biography in Bengali.

The Principal says—

"This class answered very well in literature, history, and grammar, and has made good progress."

The Head Master remarks—

"This class did ill in arithmetic, but well in algebra as far as simple equations; some of the boys failed in both.

"In geometry they did very well, one boy wrote out all the propositions and deductions (ten in number) correctly. They have read the first book only.

"Geography rather inferior."

The Maharajah reports—

"The translations made by these boys, both from Bengali into English and from English into Bengali, were better than could be expected. Their reading fair."

Recommended for Certificates.

1 Anundloll Roy.
2 Jodoonauth Chuckerbutty.
3 Bholadoss Mookerjee.
4 Denonath Roy.

This class consists of 15 students, of the average age of $15\frac{10}{15}$ years. The class was examined by the Principal, Head Master, and Maharajah Sreesh Chunder Roy Bahadoor.

First Class, Junior School Department.

Prose Reader, No. V.—From the beginning to page 63, except Lessons 7 and 8 in Chapter I.
Poetry.—Reader No. III., Part 2.
Pope.—The whole, except "Origin of Government."
Scott.—"Lay of the Last Minstrel."
Goldsmith's "Deserted Village."
History of Greece.—(Library of Useful Knowledge.) First four Chapters.
Geography.—Stewart's. The whole of Asia, except China. The Introduction; Outlines of European Geography.
Grammar.—Chambers,' Part I. As far as Pronouns.
Arithmetic.—Hind's. The whole.
Algebra.—Simple Equations of one unknown quantity.
Vernacular.—The whole of "The King's Messenger," (Encyclopædia Bengalensis, No. X.)
Rammohun Roy's Grammar, pages 1 to 33.

The Principal says—

"The answers of this class in literature, history, and grammar were very good, and the class has made good progress."

The Head Master remarks—

"I examined this class in arithmetic and a little algebra as far as the extraction of the square-root and finding the greatest common measure. Their algebra was good, but they generally failed in arithmetic.

"Geography good, and tolerably uniform throughout the class."

The Maharajah reports—

"I am happy to state the boys of this class did very well in reading, spelling, and in explanation, but they have not done very well in translation."

Recommended for Prizes.

1 Radhicaprosunno Mookerjee.
2 Bishno Chunder Dutt.
3 Eshur Chunder Dutt.
4 Aughorenath Ghosal.

Second Class, Junior School Department.

Prose Reader, No. IV.—From page 51 to 104.
Poetical Reader, No. II.—From the 27th to the end of the 50th Fable.
Marshman's History of India.—From the beginning to the 103rd page.
Lennie's Grammar.—From the beginning to the end of Syntax.
Stewart's Geography.—Turkey in Asia, Arabia, Persia, Affghanistan, Hindoostan, Eastern Peninsula, Thibet, Chinese Tartary, with the Remarks, and the Outlines of the four quarters of the Globe.
Arithmetic.—Proportion, Vulgar and Decimal Fractions, Practice, Simple and Compound Interest, Discount, Fellowship, Square and Cube Roots.
Bengali.—Rammohun Roy's Grammar, from the beginning to the 29th page. Pooroosporikha, from the beginning to the 50th page. Translations from English into Bengali.

The class consists of 20 students, of the average age of $14\frac{5}{20}$ years, who were examined by the Head Master and Maharajah Sreesh Chunder Roy Bahadoor.

The Head Master says—

"These boys read well, but with a bad pronunciation of their vowels. Their explanation, spelling, and grammar were moderately good.

"In history they did moderately fairly.

"Geography, good with several boys, but not above the standard when considered with reference to the whole class.

"Their arithmetic was bad; very few of them worked their sums correctly."

"On the whole, the examination, though it might have been better, was superior to that of last year."

The Maharajah remarks—

"The pupils of this class, with the exception of some lower boys, have done tolerably well in reading, spelling, and meaning. Their translation was fair."

Recommended for Prizes.

1 Bhuggobuttee Churn Mookerjee.
2 Rammessur Nauth.
3 Kedarnauth Mookerjee.
4 Jogainder Chunder Chatterjee.

Third Class, First Section, Junior School Department.

Gay's Fables.—From Fable 31 to Fable 50, both inclusive.
Prose Reader, No. IV.—The first 3 Chapters.

This class consists of 17 students, of the average of $14\frac{11}{17}$ years, who were examined by Mr. Bradbury, first master senior school, and Maharajah Sreesh Chunder Roy Bahadoor.

Marshman's History of India.—The first 4 Chapters.
Grammar—Lennie's. To the end of Syntax.
Geography—Stewart's. Introduction. The Outlines of the four Quarters of the Globe, with Remarks on Europe and Asia, England, Hindustan, and the Eastern Peninsula, with remarks.
Arithmetic—as far as Decimal Fractions.
Infant Teacher, Part V. to p. 55, and translations from English into Bengali.

Mr. Bradbury remarks—

"They have read three chapters of No. 4 Reader, and twenty of Gay's Fables. Jodoonauth Chatterjee acquitted himself very satisfactorily, but he is far in advance of his fellows, most of whom, both in reading (especially poetry) and explanation, only did tolerably. More attention should be paid to literature.

"The same remarks apply to grammar.

"They have studied Marshman's India to the end of the 4th Chapter, and acquitted themselves very satisfactorily indeed: this should be put down as their prose reader.

"They have studied arithmetic to the end of decimals (rather too much, I fear, for so low a class.) They did not acquit themselves very well in this subject."

The Maharajah says—

"This class did remarkably well in everything, but failed in translation."

Recommended for Prizes.

1 Jodoonauth Chatterjee.
2 Kedaressur Banerjee.
3 Sharodaprosad Chatterjee.
4 Hurryloll Banerjee.

This class consists of 16 students, of the average age of $12\frac{9}{16}$ years, who were examined by Mr. Bradbury and Maharajah Sreesh Chunder Roy Bahadoor.

Third Class, Second Section, Junior School Department.

Prose Reader, No. IV.—The 2nd and 3rd Chapters.
Poetical Reader, No. I.—The first 2 Chapters.
History, (Pinnock's Catechism of the History of Rome,) to the end of the first Punic War.
Grammar—Lennie's. To the 10th Rule of Syntax.
Geography—Chambers'. To p. 28.
Arithmetic—Hind's. As far as the Double Rule of Three.
Bengali.—(Sheeshoosheka, part V.,) to p. 51.

Mr. Bradbury remarks—

"They have read the same prose lessons as the 1st Section, together with two chapters in the No. 1 Poetry. Their style of reading is very good, especially with regard to distinctness and punctuation, and they explain very well, considering their standing.

"In grammar, as far as the 10th rule of syntax, they have been carefully instructed.

"In arithmetic, as far as the double rule of three, they acquitted themselves very well.

"In geography they were very sharp in pointing out the great divisions of the earth and tracing the great rivers."

The Maharajah reports—

"I examined this class; the boys read, spelled, and explained well; the examination was pretty well on the whole."

Recommended for Prizes.

1 Ramloll Dey Chowdry.	3 Poorno Chunder Banerjee.
2 Kallydoss Roy.	4 Greesh Chunder Chatterjee.

Fourth Class, First Section, Junior School Department.

Prose Reader No. III.,—from page 1 to 23.
Grammar,—Lennie's, from page 1 to 21.
Chambers' Geography,—from page 1 to 16.
Arithmetic, Simple and Compound Rules.
Infant Teacher, No. 4,—from page 1 to 50.

This class consists of 24 students of the average age of $12\frac{5}{12}$ years. Mr. Beatson and Maharajah Sreesh Chunder Roy Bahadoor examined this class.

Mr. Beatson remarks—

"The boys read well and explained the same in Bengali, but were unable to do so in English.

"In grammar and geography, nearly the whole class repeated from memory very correctly what they had been taught, and their replies to the questions put to see whether they understood what they had repeated were very creditable.

"In arithmetic the greater number in this class worked with great rapidity all the questions that were given to them, so that on the whole I think this class has much improved in intelligence, and is a good deal better than it was last year."

The Maharajah says—

"It gave me great pleasure in examining this class, because, with the exception of two or three boys, all the rest acquitted very well."

Recommended for Prizes.

1 Kallycadoss Dutt.	3 Woopendernarain Roy.
2 Gobind Chunder Mookerjee.	4 Shib Chunder Pramanik.

Fourth Class, Second Section, Junior School Department.

Prose Reader No. II.,—from page 1 to 23.
Grammar, (Elements of,) from page 1 to 25.
Arithmetic,—the Simple Rules of.
Bengali—Bodhodoy, from page 1 to 37.

This class consists of 18 very fine boys, of the average age of $10\frac{6}{12}$ years.

The class was examined by the Principal and Maharajah Sreesh Chunder Roy Bahadoor.

The Principal says—

"Half of this section read well and explained in English, repeated etymology from primer of grammar, answered questions on arithmetic and worked the four first rules; the second division went through nearly the same course, but were inferior to the first.

"The state of this section is very creditable to its instructor."

The Maharajah reports—

"The examination of this class was conducted by me; and it was a matter of great satisfaction to me to find that almost all the boys passed a creditable examination in reading, meaning, and spelling."

Recommended for Prizes.

1 Okhil Chunder Roy.
2 Gobind Chunder Biswas.
3 Monmohun Ghose.
4 Ramnauth Mookerjee.

Second Division.

1 Rackhal Chunder Banerjee, Sr. | 2 Keertish Chunder Roy.

This class consists of 24 students, of the average age of 9½ years, who were examined by the Head Master and Maharajah Sreesh Chunder Roy Bahadoor.

The Head Master remarks—

"These little fellows, as usual, are a sharp promising set; I recommend the first section should be promoted entire to the next class."

Fourth Class, Third Section, Junior School Department.

First Division.

Prose Reader No. I., to page 23.
Elements of Grammar, to page 15.
Arithmetic,—Notation, Numeration, Addition, Subtraction, and Multiplication Table.
Infant Teacher or Sheeshoosheeka,—part III. to page 30.

Second Division.

English Spelling Book, to page 33.
Sheeshoosheeka Part I., the whole book.

The Maharajah remarks—

"This class consists of two sections. The report of the first section is as follows:

"I can speak very favorably of the explanations, reading, and meaning of this section, and except one boy, all passed a very fair examination.

"I examined the little boys of the second section only in reading, of which they acquitted very fairly."

Recommended for Prizes.

1 Shosheebhoosun Mookerjee.
2 Poreshnauth Banerjee.
3 Bishno Chunder Gangooley.
4 Greejanund Mookerjee.

The first class junior department will be promoted to the second section of the first class and the second class of the senior school, and the master, Babu Omesh Chunder Dutt, will instruct the fourth class college department, under the immediate direction of the Principal and Head Master. The second class of the junior department will hereafter be denominated the first; the third, the second; and the section of the third, the third class; the fourth class, with its sections, will continue as heretofore.

Chittagong School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
G. Plowden, Esq., ...	*Commissioner.*
S. Bowring, Esq., ...	*Acting Civil and Sessions Judge.*
F. T. Trevor, Esq., ...	*Acting Collector.*
J. R. Muspratt, Esq., ...	*Magistrate.*
N. Chevers, Esq., M. D.,...	*Civil Surgeon*
Shaik Obedoollah Khan, ...	*Late P. S. Ameen, now a Pensioner.*
Ushruff Ally Khan, ...	*Principal Sudder Ameen.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. K. Rogers, ...	*Head Master,*	200	23rd Mar. 1846.
Babu Grish Chunder Chatterjee,	*Second Master,*	100	24th June 1851.
Mr. W. Cardozo, ...	*Third Master,*	40	24th July 1850.
Babu Poornoo Chunder Kastogree,	*Fourth Master,*	30	27th Dec. 1847.
,, Pranhurry Cool, ...	*Fifth Master,*	20	27th Dec 1847.
Muddun Mohun Turkbhushon,...	*Pundit,*	25	5th Sep. 1843.
Servants, ...	... ...	18	
	Total, Co.'s Rs.,...	433	

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charge.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th December 1840.	Establishment and Expenses as fixed by Government dated 16th December 1840.		Items.	Total.
	Rs.	Rs.	Rs.	Rs.			
0	5,736	5,736	336	6,072	English Teachers,... ...	1,578 5 7	
			5,736		Bengali ditto, ...	289 2 6	
					Establishment, ...	215 15 11	
			6,072				5,083 8 0
					Books as per Circular No. 23, ...	0 0 0	
					Contingencies, ...	0 0 0	
					Stationery, ...	41 9 1	
					* Cost for repairing the school, ...	0 0 0	41 9 1
					Total, Co.'s Rs., ...	... ...	5,125 1 1

* Not known as the repairs are done by the Executive Officer.

The following is the report of the Local Committee submitted to their Secretary, Dr. Norman Chevers:

"All essential facts connected with the institution of the school in 1836 were given in my predecessor's report, dated the 11th October 1851.

"The statistics of the school attendance of this year are, as nearly as possible, identical with those of 1851. Mr. Rogers, the head master, reports that the average daily attendance during the year was 109, while the scholars in the same period averaged 129, making the attendance about 84½ per cent., which is rather below that of the two previous years. This falling off is justly attributed by Mr. Rogers to the unusual prevalence of sickness. In March last, the school was closed for 20 days, at the recommendation of the medical officer, on account of cholera; and subsequent to that, fever has prevailed to a very great extent. The numerous applications for admission, however, afford conclusive evidence of the good opinion entertained of the school by the Native community.

"During the year, the admissions have been 22, the withdrawals 11, the deaths 2, and the dismissals 9.

"Now, as in 1851, the close of the session has found a total of 125 scholars in attendance. Neither has the proportionate numbers of the different races altered at all materially, there being now 98 Hindu, 18 Christian, and 9 Moohummudan scholars standing in the following classes:

"Under head master Mr. Rogers, first class, 11 pupils, 15¾ years of age on an average.

"Second master, Babu Grish Chunder Chatterjee, second class, 19 pupils, 15 ditto.

"Third master, Mr. Cardozo, third class, 27 pupils, 13 ditto.

"Fourth master, Babu Poorno Chunder Castogree, fourth class, 30 pupils, 11½ ditto.

"Fifth master, Babu Pran Hurry, fifth class,... ... ... } 1st section 15 / 2nd section 23 } 38 pupils, { 10 ditto. / 9 ditto.

"Babu Grish Chunder Chatterjee, second master, joined in December last; otherwise no essential alterations have been made in the position of the masters. The appointment of an additional master has been sanctioned by the Council, but not sufficiently early to allow of the arrangement being made until the school re-opens.

"The result of the late examination shows that the five following students of the first class Sibsunker Sen, Grish Chunder Dey, Surruth Chunder Sen, George Dias, and Mootelal Mookerjee, have become entitled to junior scholarships, each of them having gained more than half the number of marks. Mr. Rogers considers that the first three will hold a respectable place among the junior scholarshipholders from other Mofussil Schools; the attainments of the fourth are also fair: the fifth is rather deficient in one or two subjects, particularly algebra; he is, however, a diligent student, and it is trusted that he will give satisfaction to the College authorities at Dacca.

"The result of the entire school examination has been very satisfactory; the only exceptions found were that most of the first class boys were defective in the application of their grammatical knowledge, and that the second class were rather defective in arithmetic and parsing.

"The progress of the school in Bengali was observed to be particularly creditable to the care and ability of Muddun Mohun Turkbushon the school pundit. The merits of the several candidates for prizes will be best judged of by a reference to the numbers in the tabular returns of the recent examination forwarded to the Council of Education

"The library and school-house are well ordered and in good preservation."

Commillah School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
H. C. METCALFE, ESQ., ...	*Civil and Sessions Judge.*
H. C. HALKETT, ESQ., ...	*Collector and Secretary Local Committee.*
E. SANDYS, ESQ., ...	*Magistrate.*
H. F. WILLIAMS, ESQ., ...	*Civil Surgeon.*
F. COURJON, ESQ., ...	*Land holder.*
MOULUVEE MOOHUMMUD ALLY KHAN BAHADOOR, ...	*Chief Sudder Ameen.*
MOULUVEE GOLAUM AYBAH, ...	*Cazee.*
GOUR MOHUN ROY, ...	*Dewan of the Rajah of Tipperah.*
CHUNDER SEKUR SEIN, ...	*Serishtadar of the Collector's Court.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. H. G. Leicester, ...	*Head Master*, ...	200 0	6th May 1830
Babu Bhugwan Chunder Bose, ...	*Second Master*, ...	60 0	16th Feb. 1852.
,, Omurto Laul Goopto, ...	*Third Master*,...	30 0	9th Aug 1848.
,, Junmeejoy Doss, ...	*Fourth Master*, ...	30 0	10th May 1848.
Servants and Oil, ...	... ...	18 8	

Local Receipts and Disbursements from October 1851 to September 1852.

Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.	Nature of Charges.	Actual Charges from October 1851 to September 1852. Items.	Total.
,,	4032	4032	4014	English Teachers, ...	3,510 0 0	
				Vernacular Teachers, ...	52 8 0	
				Establishment, ...	174 0 0	
						3,736 8 0
				Contingencies, ...	....	43 2 0
						3,779 10 0
				Amount remitted to the Collector's Treasury on account Schooling Fees, ...	530 8 0	
				Ditto ditto, on account Fines, ...	0 8 0	
				Ditto ditto, on account Vacant Scholarship,	24 0 0	
						555 0 0
Realized on account Schooling Fees, &c.		739		Remitted by Drafts on the Collector of Dacca to G. Lewis, Esq , Principal Dacca College, on account of junior scholarship allowances of 5 free ticket-holders granted under orders of the Council of Education, dated 11th February 1852,...	....	184 0 0
					Co.'s Rs.,	739 0 0

The following is the report of the Local Committee:

"During the year the appointment of second master to the school was conferred by the Council of Education on Babu Bhugwan Chunder Bose, the most distinguished scholar of the Dacca College of the past year. The office of pundit was, by order of the Council, abolished on the 12th November 1851, an event which the Local Committee view with regret. The office has, however, been of late filled by the appointment of Pundit Hurish Chunder Bannerjee, an ex-student of the Hooghly College, a gentleman in every way qualified for the post; his salary being paid from local contributions.

"No suggestions appear to the committee necessary with regard to the internal economy of the school.

"Pundit Nobin Chunder Bannerjee, late of this school, has forwarded through the Council of Education a copy of his work entitled 'Sarabully,' or summary of Indian history, as a prize to the best Bengali scholar.

"The Rajah of Tipperah's two vacant scholarships, hitherto devoted to the payment for schooling fees, together with that of Rajah Sutto Churn Ghosal, have, this year, by the consent of the donors and the approval of the Council of Education, been made over, as a special favor, for one year only, to the five free ticket-holders of the last scholarship examination, at present prosecuting their studies in the Dacca College.

"The following is a brief sketch of the annual general examination which was held on the 1st, 2nd, 4th and 5th instant.

First Class, average age of the pupils 18 *years.*—"The whole of this class, consisting of 14 boys, competed for junior scholarships; the result will be found in the scholarship returns.

Second Class.—"This class, consisting of 15 boys, one absent, was examined by H. C. Halkett, Esq., assisted by Babu Chunder Sekur Sein, in Bengali. The result of the examination is stated to have been creditable in the extreme:

Prize Students.

1 Mahendrokoomar Dhur.
2 Omurto Laul Goopto.
3 Brijonauth Goopto.
4 Kylas Chundra Dutt.
5 Tarinee Kanth Doss.

Third Class, average age 12½ *years.*—"This class, consisting of 19 boys, all present, was examined by Dr. Williams, who states his entire satisfaction with the progress of the class, which he attributes to the exertions of the master.

Prize Students.

1 Denonauth Sen.
2 Juggobundhoo Goopto.
3 Hurry Persaud Ghuttuc.
4 Aunoda Persaud Dey.
5 Okhoy Coomar Sen.
6 Futtick Chunder Doss.
7 Russel Smith.
8 Guggun Chunder Paul.

Fourth Class, average age 8¾ *years.*—"This class, consisting of 35 boys, is divided into four sections, and was examined by Dr. Williams, in English, and assisted by Babu Gourmohun Roy, in Bengali. The examiners form a very favorable opinion of the proficiency of the boys and attention of the teacher.

Prize Students.

1 Shushee Bhooshun Bose.
2 Aunundo Mohun Dutt.
3 Mohesh Chundra Chuckerbutty.
4 J. Leicester.
5 C. Leicester.
6 Peuree Mohun Sing.
7 Heeralal Sing.
8 Narain Chunder Sen.
9 Mohinee Mohun Burdun.
10 J. Leicester.
11 Gunga Kassee Sha.
12 Hurry Coomar Dutt.
13 Kallee Coomar Shah.
14 Gugun Chunder Ghoo.
15 Poorno Chunder Doss.
16 Tarince Churn Sen.

"The library is in good order, (with the exception of a few of the volumes, which require binding,) and has been freely resorted to by the senior pupils.

"The roof of the school building leaks much, and the drains through the verandah floor should be removed. This is indispensable for the safety of the buildings. At present the water from the roof works, *not* through the pipes, but through the *floor*, into the foundation: the subject has been brought to the notice of the executive officer, under whose charge the building is placed.

"The masters, without exception, show the greatest care and attention in directing the studies of the boys under their charge, and the result is displayed in the progress made and the general good conduct and cheerful and happy appearance of the lads; as also in their regular attendance."

This school was visited and inspected by Mr. Foggo of the Dacca College in June 1852.

The following is an extract from his report on the occasion:

"I find the school-house a large airy building, situated close to one of the many very large tanks in the station, and having a good verandah on three sides, the fourth being occupied by a small committee room, at present filled by the 1st class: the other three classes are in the one large apartment, of which the building consists, an arrangement to which I have already objected in the case of Sylhet.

"It might easily be divided by a wall down the centre and one across into two rooms, fully as large as the small rooms in the Dacca College, and two half as large again. Mr. Metcalfe, the judge and late collector and still acting Secretary, agreed with me as to the desirability of this alteration.

"I have less to say of this school, as many of the remarks I have made upon that at Sylhet, apply to this also.

"The reading of the first class might be improved and their explanation is defective; they are somewhat out of their depth. Their Euclid and Algebra are more satisfactory. The state of the second class, considering that the master has been in charge only 4 months, is satisfactory.

They read fairly, and I was much pleased with Babu Bhugwan Chunder Bose's method of questioning them: one-half the class having learnt 30 Props. of Euclid did extremely well. Prop. XXVI. could not have been better done than by these boys. The other half professing to know 20 Prop. appeared to understand nothing whatever. They acquitted themselves fairly also in a portion of Roman History.

"The third class is in two sections. They have not been accustomed to explain in English, but the master explains to them in English and they return his meaning in Bengali. This, as I pointed out to him, is reversing the proper process, besides many of them are quite capable of explaining in English, as I found on trial; it is true their command of the language is limited, but they would improve fast.

"The second section is more promising, contains younger boys, who read better and are more intelligent than the generality of the first section, in which there are some whom the next examination must remove. I see no necessity for this division of the class.

"I am sorry I cannot speak favorably of the master of this class (the third master.) He must endeavour to improve himself in parsing and in giving explanations.

"The fourth class contains 36, in 3 sections, of whom the most advanced read very nicely and succeeded in Mental Arithmetic, (simple addition,) the youngest are learning their letters. They generally are nice little boys.

"I was much pleased with this class, as was Mr. Metcalfe, who kindly assisted me much in the examination of these two junior classes by his knowledge of Bengali. I was gratified also by the manner and method of the master.

"The third class, I ought to mention, are well acquainted with the countries, cities, &c. of Europe, and the 4th with the map of Asia in the same way."

Sylhet School.

THIRTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
Fulwar Skipwith, Esq., ...	*Judge.*
M. Shawe, Esq , ...	*Officiating Collector and Secretary.*
W. B. Buckle, Esq., ...	*Magistrate.*
C. G. Andrews, Esq., ...	*Civil Surgeon.*
T. P. Larkins, Esq., ...	*Assistant to Collector and Magistrate.*
Saeed Bukht Mozoomdar,...	*Zemindar.*
Mouluvee Saadut Alee Khan, ...	*Principal Sudder Ameen.*
Babu Ramgotty Mittee, ...	*Deputy Collector.*
Mouluvee Kureemdad Khan, ...	*Ditto.*
Babu Dwarkanauth Banerjee, ...	*Abkarry Superintendent.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
William Henry Fox, ...	*Head Master,*	150*	13th Mar. 1850.
Babu Kistosoonder Ghose, ...	*Officiating Second Master,*	30	9th June 1847.
Ghowree Sunker Turkobhooshun,	*Pundit,*	15	2nd Jan. 1841.
Two English Monitors,†	*Monitors,*	25	2nd Aug. 1852.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government dated		Items.	Total.
					Rupees.	
0	2340	2340	12th July 1850.	Head Master...	1,800 0	
			3rd June 1846.	Second Master, ...	360 0	
			1st September 1840.	Pundit, ...	180 0	
						2,340 0 0
				Servants and Oil, ...	121 4	121 4 0
					Total, ...	2,461 4 0

* 80 rupees drawn as personal allowance.

† Paid by fluctuating subscriptions and only as a temporary arrangement.

The Local Committee submitted the following report:

Schooling fees realized during the year.—"The schooling fees during the academical year amount to rupees 392, more than four times the sum realized three years ago.

Changes. "No changes in the former establishment have occurred; but it was found necessary on the 2nd of August last, to entertain temporarily two supernumerary teachers, who are paid by local subscriptions.

Suggestions. "The committee have pleasure in prominently calling the attention of the Council, to the number of boys in the school, and the proficiency exhibited by them, as elicited by the present examination, and that held by Mr. D. Foggo; but they have to regret the inability of Government to provide the requisite additional number of masters, and to observe with pain, that their earnest endeavours to place the school on an efficient footing, should have been misunderstood; and that they should have incurred the censure of the Council of Education, who have imputed the increase of the school, and the consequent necessity for an increase of establishment, 'to an injudicious method of admitting pupils at different stages of progress, so as to multiply, to a very unnecessary and injurious extent, the number of classes in the school;'* whereas the true cause of increase, is the impetus to the desire of education, which has been imparted to the population of the district.

"Some few Mussulman boys have (it is true) been admitted of 'unequal progress;' but the Committee explained in their last annual report that this step was taken advisedly, in the hope of inducing Mussulmans to avail themselves of a solid English education. The plan has, to a certain extent, answered; as, in lieu of a single boy, there are now 19 of this class, who have made, since their admission, very creditable progress. The number of classes, the committee beg leave to observe, has *not* been increased, but owing to the number of boys, it has been found advisable to divide the lower classes, for the purpose of tuition, as it was found impossible for one master to attend to all the boys in the class at the same time; but their studies are precisely the same.

"The plan has been found to answer. The boys have made satisfactory progress; and the masters do not, in consequence, regret the double toil that has been entailed on them.

Prizes. "Babu Dwarkanath Banerjee, the abkarry superintendent, most liberally presented a silver medal, for the most proficient in the History of Bengal. Babu Sharodapersad Roy, Moonsiff of Ameergunge, likewise very liberally sent a donation of 12 rupees, to be given to the boy who may pass the examination on any subject the committee should approve of; and Babu Ghoorsoonder Chuckerbutty, Dâk Moonshee at Sylhet, presented 5 rupees to be awarded in such manner as the committee might deem meet. All these donations have been received.

Examination. *First Class.*—"As a separate statement of the result of the scholarship examination of the first class accompanies this report, I need not here allude to it, excepting to express the great gratification the result has given the examiners and the committee generally, five out of eight candidates having passed successfully; two

* Letter to Secretary to Government, No. 165, dated 16th August 1852.

of whom are of two years' standing, and the remaining three, less than a year. The other classes I will proceed with in regular order.

Second Class, average age $13\frac{4}{5}$ *years.*—"This class consists of 13 boys, whose ages range from 9 to 16 years; and of whom 12 were present, and examined by the Revd. W. Pryse, who reports, 'that the first two boys, Pearylall Bose and Gobind Chunder Doss, appeared to be most proficient generally. The fourth, J. H. N. Fox, however, appeared to me to be more positive with the History of Bengal than all in the class; and in his ability to read and explain Poetry and Prose Reader, he had the advantage. On the whole, I think those three youths appeared to be the most proficient in the class. Ram Coomar Biswass and Kasheenauth Surmah, however, appear to promise very well in future. The class is, on the whole, promising.'

The three boys above alluded to who have most distinguished themselves, are deserving of prizes, and John H. N. Fox, who gained $9\frac{1}{2}$ out of 10 numbers, fixed as the maximum, in the History of Bengal, is entitled to the silver medal, or Dwarkanauth Prize.

"The committee have the pleasure to submit a copy of the principal questions put to this class, in the History of Bengal. Pearylall is 16, Gobind Chund 14, and Fox 9 years of age.

Third Class, first portion, average age 10 *F.* 0.—"This portion of the class consists of 10 students, whose ages range from 9 to 13, who were all present. It was examined by Lieutenant W. B. Peile of the 38th L. I. He reports: 'I am satisfied with their reading, prose and poetry, explanation, grammar, geography and arithmetic.'

"Gris Chunder Doss and Abdhool Kurreem, acquitted themselves very satisfactorily and deserve reward, at the distribution of prizes.

Third Class, second portion, average age $1\frac{1}{2}$ or $\frac{18}{12}$.—"This part of the class consists of 15 boys, all present. Their ages range from 8 to 12. It was examined by Mr. W. H. Fox, the Head Master. He reports:—'Chunder Nath Ghose and Brindabun Deb, who were at the bottom of their class last year, made decided improvement, and they have passed very satisfactorily in nearly all the branches of their study. Rookenykaunth Deb and Rookeny Mohun Kerr, who were awarded prizes last year, have fallen a great deal. The latter was away a long time from the school, in consequence of the death of his father, and sickness, it is said, certainly he did not look very well on his return; but the former has nothing to say for himself. Upon the whole, (with these two exceptions,) this portion of the class passed a good examination; and he begs to recommend the two former boys may be awarded prizes.'

Fourth Class, First portion, average age $9\frac{1}{2}$.—"This class is necessarily much divided.

"The first portion comprehends 18 students, all present. Their ages range from 7 to 12. It was examined by Lieutenant Peile. He says: 'I report very favourably of their performances in reading, explanation, grammar and arithmetic, but Chunder Nath Nundee and Jadoo Nundon Doss passed best in all subjects, and are deserving of encouragement.'

Fourth Class, second portion.—"This portion consists of 15 boys; all of whom were present. Their average age is $9\frac{1}{2}$. They were examined by the second master, Babu Kisto Soonder Ghose, in reading, spelling and arithmetic. He speaks very favorably of the boys; but suggests that a prize be given to Shuzub Chunder Doss, who far excelled his class mates, gaining nearly the whole of the marks fixed.

Third and fourth portions of the Fourth Class.—"These two portions of the class consist of 25 and 29 boys respectively, whose ages range from 7 to 10. They were examined by several persons present. These were all admitted within the year, some, within a very few months. The greater portion of them are very young; and all are very promising. The English and Bengali *viva voce* examination of these classes occupied three days, from 10 A. M. to about 4 o'clock P. M.

"The *viva voce* Vernacular examination was conducted by Deputy Collector Babu Ramgotty Mittre, who gives a very favorable report of it in all its branches. The head and second masters, and pundit, together with several respectable natives, being present. The books are exactly similar to those in use last session. He recommends for prizes the following boys:

"Gobind Chunder Doss of the second class, Girish Chunder Doss and Chundronauth Dutt of the third class, and Chundernauth Nundy of the fourth class, a very apt little boy. There is a remark on the Bengali class, that they have not made that degree of improvement in grammar equivalent to the length of time they have been under instruction.

"The Library contains some few, but very excellent works! Half bound books and books in cloth, soon become damaged by damp in a climate like Sylhet. The book-case is a very old one. It is to be regretted that the July indent has not been fully honored; but perhaps it may be previous to the re-opening of the school. The state of the school building was brought to the notice of the Council of Education by the Secretary to the Local Committee in his letter No. 33, under date 20th ultimo, the description given of the building by his predecessor is as follows:

Library.

First.—'The situation of the school is centrical, relatively to the sudder city and residencies of the European Gentry. The head master's house adjoins it. The other masters' houses are in the city sufficiently proximate.

Second.—'It is a brick and mortar building throughout, including the roof, of one compartment, measuring 75 feet by 45 feet, ventilated by 16 windows and 10 doors, and surrounded by a thatched verandah 12 feet deep.' There has, however, lately been a considerable alteration; the school-house instead of being, as formerly, merely a long room, is now divided into six compartments, each room being sufficiently commodious to contain a class, thus avoiding the inconvenience which would arise from the entire school being in one room, as heretofere. No accommodation as respects a private dwelling is provided for the head master; the Local Committee has already brought this subject to the notice of the Council of Education. The school-house still remains unroofed, pending the sanction of government to the employment of convicts, such aid having been granted when the school-house was first erected, and being now most urgently required, as there are not sufficient funds in hand for the completion of the building."

Mr. Foggo of the Dacca College visited this school in June 1852, and reported as follows:

"I found the establishment were more inadequate to the number of boys than I had expected; there being two masters and a pundit, with the addition at present of one of the first class boys who acts as monitor,

on a salary of 7-8 per month, paid out of a subscription at the disposal of the Committee. There remains only enough to pay him for one month more.

"There are now 136 boys, and the amount of fees collected for June was 41-8: some pay 4 annas and some 8: there are some free scholars, but the Committee have properly decided on not admitting any more.

"The school is at present held in a long mat shed without any internal divisions: Mr. Fox receives the two first classes in the circuit house, which he at present occupies: at least so much of it as is habitable. The permanent school-house has now neither floor nor roof; the beams are, I was informed, on the way from Calcutta; nothing is now standing but the bare brick walls: when completed it will consist of 6 good-sized rooms, the single original large apartment having been so divided; and will, so far as I can in its present state form an opinion, afford room for at least 200 boys.

"Under these circumstances it is, of course, vain to look for an absolutely satisfactory state of the school, but more has been accomplished than could have been expected.

"The first class consists of 9 pupils, of ages from 13 to 16. They are engaged with junior scholarship subjects, of which they have accomplished a fair portion, but I found them quite unequal to explain passages in Pope in which I examined them. This must be the case when they are promoted from the second class, in which they read Gay's Fables, and which appears to me hardly on a par with the first class junior division Dacca College, to the first class in which they have to take up and accomplish in *one* year the whole of the junior scholarship subjects; whereas in all the colleges they would have to pass through two intermediate classes. This is hardly compensated by their being allowed to hold their scholarships for one year in the Dacca senior school: and if not can never be recovered afterwards.

"I should be desirous of retaining them two years in the first class and of giving them during the first year a preparatory course: but was met by the fact that they would then probably gain only free tickets, which do not offer sufficient inducement to come up to the College: and failing that, to detain them two years in the second; making two sections of it, under the one master, the first reading some work slightly in advance of the literature of the second: but the Council have, I learnt, prohibited sections.

"The rule which the Council are enforcing with regard to promotions is a good one: but then it is necessary, essential, that the year's course should not contain more than can be mastered with proper industry by the majority; and that the advance from class to class should be gradual: otherwise, with a few exceptions of peculiar intelligence, the knowledge of all will be unsound; and carrying them properly through the college subjects in after years becomes almost wholly impracticable.

"In Euclid the class is in three sections Book VI., Book III and Book I.: with one excellent exception this examination was not satisfactory: their arithmetic was somewhat better.

"Two of the boys in this class are, I was informed, employed during the day in the magistrate's office (the school hours being 6 to 11 A. M.,) this appears to me unadvisable.

"The second class consists of 13: ages from 9 to 16. They appeared nervous, and read indifferently and indistinctly. I remark this defect more or less throughout, both here and at Commillah: it appears to arise

from having all the classes in one room, and endeavouring to avoid disturbing each other: the master generally going to the boy or the boy up to the master, the lesson has rather the appearance of a private conversation than anything else. I endeavoured to put a stop to this, by showing them the method adopted by Mr. Lewis in the college, of making the fourth class pronounce each word separately, distinctly, and in a loud tone, which the result shows to be very efficacious.

"I directed them to adopt this, as far as possible, at once, though it cannot be put into full operation until the classes are in separate rooms.

"These remarks on the first and second classes are in some degree unfavorable: but I wish it to be remembered that Mr. Fox has the sole charge of them, that they are both in sections in some subjects, and that the remainder of the school (which is now at some distance) makes demands on his time for general superintendence.

"The third class consists of 28, in two sections of 10 and 18, and contains about 19 little boys, of the average age of 11; several of the rest are dull boys of 13, and have been more than a year in the class: I reminded them that unless fit for promotion next year they must leave. The master appears intelligent, and is considered at Sylhet fit for the office of 2nd master.

"The rule of requiring $\frac{1}{3}$ marks will I think suffice to weed these classes of their incumbrances without incurring the odium of simply dismissing boys. But here I must remark that the Committee appear to me to have been far more indulgent and liberal in assigning marks at the last examination than I, or any of my colleagues, are accustomed to be. This is of course but a surmise, but I found it upon a comparison of the marks published in the last report with the general scale of marks in the college, and with the manner in which the same boys acquitted themselves when examined by or before me. Attention to this matter is of course requisite, in order that the Council's rule may work.

"The fourth class is very large, 86 in 4 sections, and promises exceedingly well, those above age being in great part Mussulmans, to whom it may be desirable to show some little indulgence, but even among them there are some little boys. The school contains 22 Mussulmans, of whom 20 are in this class. But there are several boys (Hindus and some of them free) admitted by the committee in December and January last, so much above the age, that I think they should be at once dismissed. They can generally only spell words of 4 letters.

"The 12th rule of the directions to Local Committees directs that no admission be made *without* the *sanction* of the Committee, but at Sylhet more than this is done. Candidates usually go to one of the members of the Committee in the first instance, and ought then to be sent to the head master, who should examine them, and report whether they are qualified or not for the class to which by their age they belong: and if not, the Committee ought not to insist on their admission: if he report favorably the Committee may sanction their admission.

"This point requires correction.

"Such being the state of the school, I took upon me to request the Committee to stop all further admission till my report had been made to the Council: they will continue to receive the names of applicants.

"The school will probably open next session with about 120, and if the Council appoint two more masters it might go on well at that limit: but if the number increased, more masters will be required. There is a

great desire for education in the district, and there is a numerous list of applicants for admission at the next meeting of the Committee, so that I have no doubt they are right in anticipating that under a sufficient staff the school would rapidly increase to 200. There is a considerable English school at Luckipore, supported by a Babu, an official I believe: had there been sufficient air to enable me to come straight across to Commillah, I should have taken the opportunity of requesting the Babu to allow me to see it.

"There is a very large Mussulman population, who are represented to be even more than usually given to the study of Persian, and who are very desirous of having a Mouluvee attached to the school. I could hold out no hope of this being in accordance with the Council's scheme: if the Council can find in any of their Institutions a Mussulman capable of teaching English and Bengali, his appointment to a mastership would be gratifying and conciliating to this class of people.

"The Committee have recommended the appointment of an additional master and a second pundit, but I consider that two masters would be preferable.

"The school is full of life and promise, has a most zealous, energetic, and hard-working head master, and contains about 100 very fine little boys, almost a school of themselves. There is no reason why in a few years it should not stand foremost among the Mofussil Schools".

Bauleah School.

SEVENTEENTH YEAR.

Local Committee on the 30th September, 1852.

NAMES OF MEMBERS.	DESIGNATION.
H. Stainforth, Esq., ...	*Commissioner.*
G. C. Cheap, Esq., ...	*Judge.*
R. P. Harrison, Esq., ...	*Officiating Collector.*
J. C. Dodgson, Esq., ...	*Officiating Magistrate.*
J. R. Bedford, Esq., ...	*Secretary, Civil Surgeon.*
Moulvee Abdul Ali Khan Bahadur, ...	*Principal Sudder Ameen.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Hurogobind Sen, ...	*Head Master*, ...	150	27th Sept. 1851.
„ Gooroo Churn Chatterjee, ...	*Second Master*, ...	80	31st Oct. 1851.
„ Ram Comul Saha, ...	*Third Master*, ...	40	10th Sept. 1852.
„ Petumber Sen, ...	*Fourth Master*, ...	30	25th Jan. 1851.
„ Ram Chunder Sen, ...	*Fifth Master*, ...	20	19th June 1851.
„ Koilas Chunder Vedyanidhee, ...	*Pundit*, ...	25	1st June 1844.
Five Servants, ...	.....	20	.....

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges 1850-51.	
Separate Fund.	Assignment from Parliamentary Grant	Total.	Establishment and Expenses as fixed by Government.		Items	Total.
				English Teachers, ...	3,923 0 0	
				Pundit, ...	300 0 0	
				Servants, ...	240 0 0	
				Contingent Charges, ...	181 8 6	
				Books supplied by the Book Agent,	52 15 0	
				Prizes, ...	94 10 0	
0	3828	3828	4551-8-6			4,692 1 0

The following is the Local Committee's report:

Attendance. "The number of students borne on the rolls of the school on the 11th of October 1852 was 85, being the same as that on the 31st of September 1851.

"The average daily attendance was the same as that of last year. Its general progress was much interfered with from the commencement of

September until the close of the session by the wide-spread existence of fever in the town, which prevented the attendance of the boys, and altogether incapacitated several of the masters, including the head, from the performance of their duty.

Changes. "The changes in the Instructive Establishment were as follows:

"On the death of Mr. Ridge, the late head master, the second master, Babu Hurogobind Sen, was promoted to the office, and his place was supplied by Babu Gooru Churn Chatterjee, a teacher of the Kishnaghur College. The third master, Babu Mohendronoth Banerjee, was removed to an appointment of 60 Rupees in the Kishnaghur College, and his situation was given up to Babu Gadadhur Chuckerbutty, a Kishnaghur teacher, whose death occasioned the last change. The vacancy which resulted from it was filled up by Ram Comul Saha, a senior student of the Dacca College.

Distribution of Prizes. "The distribution of prizes for the sessions 1849-50 and 1850-51 took place simultaneously, and the Native gentlemen who were present on the occasion gave extra prizes, amounting in value to 100 rupees

Examination. "The examinations were conducted on the days fixed by the Council of Education, with the following results, noted by the examiners, Messrs. Cheap, Harrison, Dodgson and Bedford, members of the Local Committee, kindly assisted by Babu Neelmony Bysack.

First Class—containing 7 boys— Grammar.—"The boys in writing the answers to the questions in most instances showed a great knowledge of English composition, spelling and grammar.

History —"Mr. Cheap comments in generally favorable terms upon the character of the examination, but pronounces the writing and spelling of several illegible and bad.

Geography —"The answers of some students of this class show that they have sought information from other sources than the book which forms the subject of the present examination. They write well. Their knowledge of the subject is very good in general, and merely inaccuracies appear here and there.

Translation.—"Babu Neelmony Bysack, who kindly undertook this department, speaks in generally favourable terms, finding fault principally with the orthography.

Literature —"Bad writing and somewhat careless composition evinced in the answers, although they appear to understand the subject matter.

Second Class—Grammar.—"The two first boys have done remarkably well, the others tolerably.

History.—"Two or three answered well, the rest indifferently.

Geography.—"Some of the students of this class appear to have read rather beyond the mere limits of the work assigned for their study. One or two spell badly, and are evidently unable to write correct English. All however give quite intelligible answers, and possess a very creditable knowledge of the subject.

Translation —"The boys do not appear to have paid much attention to the language, (Bengali)

Literature —"The boys of this class read and explained *viva voce* fairly, but their written exercises were so bad as to be unintelligible. Their knowledge of English composition is very imperfect.

Third Class—11 boys, 7 present,—Grammar.—"I examined this class in grammar, and found that all of them had a very fair knowledge of it.

Arithmetic.—"These boys worked their sums quickly and well.

Geography.—"The four first boys of this class appear to be pretty well grounded in the book they have been reading. The others are not so proficient, and the last boy of the class, Gopal Chunder Roy, is very deficient. All appear to have learnt very much by heart, and not one of them is able to point out places upon the map with any readiness.

Literature.—"These boys all read well, but they understand words much better than things. They can give synonymes readily, but frequently have no conception of what is really meant. This is a frequent error in teaching, and requires immediate reform.

Fourth Class—"Consisting of 2 sections, containing 21 boys, of whom 14 were present:

Grammar.—"This class is well versed in grammar, the second section especially does great credit to the teacher.

Geography.—"They passed a very fair examination in this subject.

Arithmetic.—"These boys displayed great quickness in calculation.

Literature.—"The reading of this class is exceedingly good. The three first boys read as well as most of their seniors in the school. Their explanations are very clear.

Fifth Class—"Containing 5 boys in 1st section and 18 boys in 2nd:

Grammar.—"The examination in grammar was very satisfactory, but if in all the grammar classes the students were taught more of the significations of words it would be of great advantage.

Arithmetic.—"These boys acquitted themselves well.

Geography.—"A high number of marks was obtained in this branch.

Literature.—"The whole class read well, and understood what they read. Their accent was very good. The reading and spelling of the second section were remarkably correct.

"The foregoing observations of the respective examiners show the state of education in the school to be moderately satisfactory. As regards the first class it should be observed that, owing to the severe illness of the head master, they were deprived of his services for nearly a month previous to the examination, and thus laboured under considerable disadvantage.

"One great characteristic of the examination was a proficiency in the knowledge of words, combined with a comparative ignorance of the things represented. The only mode of remedying this would be by a more frequent application of pictorial illustration.

"There was again a marked deficiency in a knowledge of geography, which the committee regret the more, as they had occasion to call attention to the same imperfection last year. The globes appear seldom or never to be used in illustration.

"Writing is an important branch of education, which has been much neglected; the boys appear to be taught scribbling rather than caligraphy.

"The operations of the school have been conducted with regularity from the commencement of the session until a month previous to the examination, when a severe form of fever appearing in the town, the attendance of the pupils slackened, and several of the masters were prevented from prosecuting their duties.

"The Library is in good condition; several valuable works have been added to it during the year.

"The school-house is in excellent order.

"The conduct of the masters has been satisfactory."

Midnapore School.

SEVENTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
W. Luke, Esq., ...	*Judge.*
G. F. Cockburn, Esq., ...	*Officiating Collector.*
V. H. Schalch, Esq., ...	*Magistrate.*
E. B. Thring, Esq., ...	*Civil Surgeon,*
A. Davidson, Esq., ...	*Principal Sudder Ameen.*
G. Allan, Esq., ...	*Deputy Collector.*
Babu Issurchunder Gangoly, ...	*Sub-Assistant Surgeon.*
,, Issurchunder Ghosal,...	*Deputy Magistrate.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Rajnarain Bose,...	*Head Master,*	150	18th Feb. 1851.
,, Baikuntnauth Chatterjee,	*Second Master,*	80	31st Aug. 1837.
,, Bholanauth Ghose, ...	*Third Master,*	50	15th Mar. 1849.
,, Kuor Seel, ...	*Fourth Master,*	20	21st Mar. 1851.
,, Kuor Seel, ...	*Librarian,*	10	9th July 1851.
,, Neelambur Naug, ...	*Fifth Master,*	10	9th July 1851.
,, Rakhaldoss Dutt, ...	*Sixth Master,*	10	9th July 1851.
Servants,...	... ...	11	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 4th Feb. 1841, 5th Nov. 1845, 28th Jan. 1846, 2nd Sept. 1848, 19th Feb. 1851, 17th July 1852.		Items.	Total.
			413 0 0	English Teachers, ...	3,838 0 0	
				Librarian, ...	120 0 0	
				Establishment, ...	132 0 0	
				Contingencies, ...	28 14 3	
				Prizes,...	84 0 0	
						4,202 14 3

The following is the report of the Local Committee:

"The only changes that have taken place are that the second master obtained leave of absence for six months on medical certificate, and that, in consequence, the junior masters were promoted temporarily, the acting appointment being given to the 6th or junior class. No donations for

prizes or other purposes have been made to the school, except some books presented by the head master to some of the boys of the first and last classes as an encouragement to them.

"The committee do not wish to make any alterations in the studies, internal economy, &c. in the school.

"Only two boys of the first class were examined throughout, and the general result of this was satisfactory; they were most proficient in History, Geography and Grammar. In Reading and the Vernacular not so good, and in Mathematics deficient. The average age of the class is 15½ years. The general progress good. No prizes are given in this class.

"The second class have passed a very good examination; they have done very well in History and Geography, fairly in Grammar and Reading, and tolerably in Mathematics and the Vernacular. The average age of this class is 13 years. The general progress good.

"Ramcomal Sircar, Neelcomul Dey, Boikuntnath Chand, and Eshanchander Mitter obtain prizes.

"The third class has passed a very satisfactory examination indeed, the number of marks obtained by the whole class being very high. In Arithmetic they have not passed so well as the other branches of their studies, but they are reported as having done satisfactorily. The average age of this class is 13 years and 9 months. The general progress good. The names of those recommended for prizes are Chintamony Paul, Shreenath Doss, Bissambur Bose, Jadubchunder Doss, Okhulchund Dutt and Moheschunder Bose.

"The fourth class has passed a very tolerable examination. The examiner in Grammar reports that he finds a great inequality amongst the boys in their knowledge of English, some being very backward, whilst others are superior to boys in the third class. The average age of this class is 11¾ years. The general progress good. Kistolall Mojoomdar, Bamachurn Banerjee, Radhabinud Bysac, Tarrachund Dutt, and Kallycomul Sircar obtain prizes.

"The fifth class has done pretty well. The Arithmetic is not reported well of; the writing not very good, the rest tolerably good. The average age 9½ years. General progress tolerable. Koylaschundur Chowdery, Kasheenath Dutt, Okhoynarain Bose, Prankisto Roy, Muddunmohun Bose obtain prizes.

"The sixth class have generally passed a fair examination; in Arithmetic they failed. The average age of this class is 8½ years. The general progress good. Sharodaprosad Chatterjee, Jaressur Nundy, Ramessur Sircar, and Obhoychurn Bose obtain prizes.

"There are 456 volumes in the library, including education reports and pamphlets.

"The school buildings are in good order, and merely require the usual annual repairs, white-washing, &c."

This Institution was visited and inspected in December last by the Secretary to the Council, who reported that on the whole he had reason to be pleased with the state of the school and its classes. A few minor defects of detail were pointed out to the Head Master, and have doubtless since been rectified.

Cuttack School.

THIRTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
F Gouldsbury, Esq, C S, ...	*Commissioner of the 19th Division.*
M S Gilmore, Esq, C. S, ...	*Civil and Sessions Judge*
G D Wilkins, Esq, C S, ...	*Collector, Magistrate and Salt Agent*
G. A Peppee, Esq, C S, ...	*Offg. Deputy Collector and Joint Magistrate.*
Major Macleod, ...	*Commanding 42nd Regiment M N. I.*
G S Scott, Esq, ...	*Civil Surgeon*
Captain Sansom, ...	*Officiating Executive Engineer.*
Lieutenant Saxton, ...	*Assistant Surveyor General.*
Babu Taraknath Bidyasagur, ...	*Principal Sudder Ameen, 1st Grade.*
Mouluvee Moohummud Fazl, ...	*Law Officer*
Meer Jaffer Ali, ...	*Deputy Collector.*

Establishment on the 30th September 1852.

Names	Designation	Amount of Salary	Date of Appointment.
Mr Edward Fell, .. .	*Head Master,*	150	16th July 1848.
Babu Nobin Chunder Saringee,	*Second Master,*	60	22nd July 1852.
,, Kalee Mohun Ghosaul, ..	*Third Master,*	30	1st June 1848.
,, Ochoot Sahoo, ...	*Fourth Master,*	20	20th May 1852.
Rudrasur Punda, ...	*Pundit,*	20	3rd April 1851.
Four Servants, ...	... ...	14	
	Total, Co 's Rs ,... .	294	

Local Receipts and Disbursements.

Resources of Annual Income				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 16th December 1840		Items.	Total.
			3996	English Teachers, ...	2,880 0 0	
				Vernacular Teachers, .	240 0 0	
				Servants, ...	168 0 0	
				Book Allowance, ...	300 0 0	
				Prize Books, ...	96 0 0	
				Contingencies, ...	80 9 8	
						3,764 9 8

The following is the Local Committee's report:

"Mr. Cooper was removed in the month of July last from the second teachership, and Babu Nobin Chunder Saringee appointed in his place; he is decidedly an acquisition to the school. A fourth teacher was entertained on a salary of 20 rupees a month, from the 7th June.

"Three young men of this Institution have obtained employment in the Executive Engineer's office, on salaries of 35 rupees per month each, and it is hoped are affording satisfaction. Owing to the increased rate of schooling fees there has been a considerable diminution in the number of students, many of those of the poorer classes having withdrawn. Notwithstanding this, the education afforded is appreciated, as evidenced by the rapid increase during the year, in the number of pupils, from ninety-one to one hundred and twenty-two. The Local Committee beg to offer the following suggestions relative to the studies of the school, for the consideration of the Council of Education:

"The studies at these provincial Government Schools are, in our judgment, at the same time too high and too confined. They aim at a standard beyond that adopted in the poorer schools at home, while collateral European knowledge is unacquired. We cannot see why it should tend to European civilization, that an Ooreah boy, the son of a poor Government *employée*, should know when Richard I. went to the Crusades; what was the message sent by William the Conqueror to Philip of France; what is the capital of Saxony; what sea the 'Yenisee' runs into, and so on; and that he should not know who 'Sewajee' was; who fought the battle of Assaye; and what is the difference between a 'Sunì' and a 'Sheeah.' The result of all this is, that he learns by rote what he does not understand, and is not interested in, and what can never be brought to bear upon, the general history of his own country, its various races and its customs. The great point seems to us to be to encourage general knowledge of whatever stamp; and not to train boys merely to know obscure English history, the higher branches of arithmetic, and to write a good hand. We will venture to assert that there are not three boys in this school here, with all their attainments, who can turn a sentence of Ooreah into tolerable English, such as an English boy would do in England, at the age of twelve years. We have already said, that we are opposed to teaching theoretical agriculture. But why should they not learn the growth and manufacture of the produce of their own country, the relative value of these articles in India and in Europe,—the principles of book-keeping, index making, land surveying and journalizing? Or, in a word, something that will turn to their use and profit, as they may hereafter live by trade or in Government employ? We cannot sum up our observations on this head better than by stating, that, we scarcely know a single Native or Eurasian in this province, brought up to speak and write English, who can express himself even tolerably well; or who, in writing, is anything more than a mere copyist.

"The new members of the committee lately appointed have already taken great interest in the Institution; and it is hoped that this school, already a very large and flourishing one, will still further improve.

"Books to the value of ten (10) rupees were presented to the most proficient students in Ooreah, by the Rajah of Dhukanal.

"The average age of the first class, consisting of ten students, is 16 years.

"Mr. Gilmore, the examiner in grammar, remarks as follows:

First Section.—"'Only one competitor for a junior scholarship, *viz.*, Nobokisto Roy, presented himself for examination, and I am of opinion, that on the whole he has acquitted himself in a satisfactory manner; only one of the fourteen questions propounded from Crombie's 'Canons of Criticism and critical remarks' having been answered incorrectly, the others were all answered rightly, though some of them, perhaps, might have been answered a little more fully.'

Second Section.—"The boys comprising this section also answered the questions selected from the above work, prettly fairly.

Third Section.—"The boys of this section passed a very creditable examination in Murray's grammatical exercises.

"Mr. G. D. Wilkins, the examiner in history, remarks, that, 'this class passed a most creditable examination'.

"Dr. G. S. Scott, the examiner in literature, reports, that, 'the first and second sections of this class were examined in selections from Pope, Prior, and Akenside, in the Poetical Reader No. III., from page 121 to 149; also in the whole of the moral tales—passages taken at random. The orthography and explanation of the meanings of sentences was all an easy matter to them. In fact, there was no scope for examining these advanced scholars in this department. The boys of the third section read 27 of Gay's Fables with great facility, understanding the meaning of what they read'.

"The examiners in the other subjects expressed themselves fully satisfied with the result of the examination.

"The second class is composed of twelve boys, the average age being nearly 12 years.

"Mr. Gilmore, the examiner in grammar, says, that, 'considering that one of the boys obtained 50, the maximum number of marks, and ten of the others upwards of 40 each, I am of opinion, that they passed a very good examination. On the whole, I consider that the boys of the first and second classes do credit to their teachers.

"Mr. Wilkins, the examiner in history, observes, that 'this class, on the whole, passed a most creditable examination'.

"Dr. Scott says that 'the boys of this class read the first 54 pages of Marshman's History of Bengal. The examination of the first and second classes in literature was altogether very satisfactory and reflects great credit on the head master and the teachers under him.'

"The examiners in the other subjects expressed their satisfaction at the progress made by the students.

"The third class consists of twenty boys, whose average age is 10½ years.

"Mr. Wilkins, says, 'I examined, *vivâ voce*, this class in grammar, geography and reading, and they acquitted themselves exceedingly well'. They also passed a good examination in arithmetic.'

"The fourth class contains thirty-eight boys, their average age being 9 years.

"This class was examined by Captain Sansom and the head master. Captain Sansom remarks, that 'the reading of the English lessons was very satisfactory; the spelling correct, and the translating of each sentence showed that they perfectly understood the meaning of what they read'.

"The fifth class contains forty-one very young and promising lads, whose ages vary from 6 to 11 years; the average age being 8 years.

"Captain Sansom reports, that 'the boys in this class appear to have made considerable progress in reading short sentences, spelling words of one syllable and translating their meaning with readiness. On the whole, the examination of the fourth and fifth class was very satisfactory, and great credit is due to the masters for the progress the several boys have made.'

First Class.—"Nobokisto Roy, a junior scholarship competitor, having obtained 89¾ per cent. of the aggregate number of marks assigned by the examiners, is entitled to a scholarship, which the Committee, at his earnest request, recommend to be held at the Medical College. They at the same time recommend, that certificates of proficiency be awarded to Raj Gopaul Roy, of the 2nd section, and J. W. DaCosta, of the 3rd section of the first class; and that book prizes be bestowed on the undermentioned students of the other classes:

Second Class.—"Rogoonath Bose and Juggobundoo Ghose, for general proficiency.

Third Class.—"Radhabullub Putnaik and Hemchunder Roy, for general proficiency; and W. R. McKoy, for regular attendance.

Fourth Class.—"Serazulluck, Bulloram Bose, Bimalachurn Bhuttacharjea, Ramchunder Doss, Puddochurn Sain, and Chintamunee Dey.

Fifth Class.—"Narain Sahoo, Sherekhan, Gopaul Chunder Bose, Mothuranath Bundoo, Gunesh Chunder Mahapatra, Gopaul Chunder Banerjee, and Suddanund Bose.

Vernacular Department. "Babu Tarakanth Bidyasagur and Meer Jaffer Ali, as heretofore, conducted the Vernacular examination, and expressed their satisfaction at the result of it.

Library. "The library has been inspected, and is found to be in good order.

"The doors of the school require re-painting, for which an estimate will be submitted by the Executive Engineer."

Visitation Report by the Secretary to the Council. On the 24th of December 1851, the Secretary to the Council visited and inspected the Cuttack School. He submitted the following report of his visitation:

"The Members of the Local Committee were in attendance, and Mr. Garrett distributed the prizes to the successful competitors of the past year.

"I then examined the records and registers of the Institution, with the state of all of which I was satisfied.

"The schooling fees vary from four annas to one rupee eight annas, according to the supposed means of the parents or guardians, as ascertained by the head master. I am disposed to regard this as objectionable, and to suggest that a uniform rate be charged. It may, in the first instance, cause the withdrawal of some of the pupils, but can inflict no permanent injury on the Institution, as those really desirous of educating their children will not object to make some sacrifice to attain that end. The others are not worth considering.

"Those really unable to pay can, moreover, obtain gratuitous education at the very excellent missionary school in Cuttack, an establishment

which I visited and found to be, as most of these Institutions are, conducted with great order, zeal, and benefit to those resorting to them.

"The girls' department of this school was more than usually interesting, as it contained several Meriahs, some nearly grown up. In addition to reading, writing, needle-work in all its branches, and singing, they are taught all the household duties befitting their future position in life, and I believe it is impossible to over-estimate the future benefits that will result from the example their little homes will afford.

"I regretted much that time did not admit of my visiting the Christian village established near Cuttack, where practical agriculture, gardening and the management of farms and dairies, on a small scale, are taught.

"There is probably no single advantage that could be afforded to the vast rural population of Bengal, that would equal the introduction of an improved system of agriculture.

"In my opinion the only means of accomplishing this desirable result will be by the establishment of experimental village farms with gardens, orchards, and all the adjuncts necessary to a complete agricultural institution. Example constantly before their eyes, will alone remove the prejudice at present entertained against any change. But if the neighbouring ryots perceive that the same soil in the same circumstances can be made to yield far more profitable crops, and the means of adopting the improvements are cheap and accessible, they will not be slow to follow them, and to abandon their ancient, clumsy, and comparatively unprofitable contrivances.

"The subject is somewhat foreign to the purpose of my present report, but I have been induced to refer to it, because I think that the experiment might be commenced to a small extent in connexion with some of our zillah schools.

"The majority of the boys, sons of the officers attached to the courts and of similar extraction, would doubtless despise a knowledge of agriculture in any form, but this would not be the case with the children of the cultivators themselves, to whom gratuitous instruction on the subject might be given.

"Ground is generally cheap, and a few bigahs could always, I believe, be procured for the purpose. There is scarcely a Local Committee, which has not some member fond of gardening and similar pursuits, and a supply of the more valuable plants from the Botanic Gardens in Calcutta, would cause their rapid extension throughout the country.

"As it would be impossible in this place to work out the details of any plan suited to the purpose, perhaps the Council would not object to address a circular to the Local Committees, to ascertain their sentiments on the subject.

"As a guide to the inquiry, I am sure the Missionaries at Cuttack and at Tinnevelly, in Southern India, where great results have followed the adoption of such plans, would furnish every information as to their mode of procedure, if applied to.

"To return to the Cuttack School.

"I found the classes generally backward, and a great difference in the attainments of the boys of the same class. Some appear to have stagnated in their present positions, and to be incapable of further advancement.

"In this, as in all the other Zillah Schools, I recommend the removal, at the end of the present session, of every boy who has been more than two years in his present class and is unfit for promotion.

"The system of monthly admission should also be discontinued, for the reasons mentioned in my report on the Burdwan School.

Teachers. "The head master, Mr. Fell, is a zealous, intelligent officer, and the junior masters are good, but the second master, Mr. J. T. Cooper, is quite incompetent, and was unable to correct the most simple mistakes made by his pupils. He receives a salary of 60 rupees monthly and was educated in the school. I am sorry to be obliged to recommend his removal, as I understand he has a family depending upon him for support, but his retention will certainly be injurious to the Institution.

Fourth Class.—"The lowest class contains sixty-two boys, many of them very young and promising, but the existing establishment is quite unequal to teach it effectually.

"It is almost a pity to leave the most hopeful materials in the Institution with imperfect instruction, but I cannot, in the existing state of the education funds, recommend any permanent addition to the establishment.

"If the school were re-organized, I think the head and an efficient second master might with advantage, devote an hour each daily to the lowest class, while their own pupils were engaged in writing, working sums, or any similar studies that would not require the active interference of the masters. The senior boy of each class during this time might act simply as a monitor to keep order, and to report to the masters the occurrence of any irregularities.

Rajah of Nyaghur. "In a corner room I found the young Rajah of Nyaghur being instructed by a private tutor, to whom 25 rupees monthly are paid.

"He is under the charge of the Court of Wards, and seemed an amiable, docile, and intelligent boy.

"He was surrounded by a collection of ill-looking fellows, ready to applaud everything he said or did, and to fool him to the top of his bent.

"To isolate a boy of his age, whatever his rank may be, and to deaden in him the buoyant feelings of childhood, appears to me to be as cruel, as it is ill-judged and likely to defeat entirely the object of educating him. He is from the earliest age puffed up with inflated notions of his own dignity and importance, and I am convinced is indoctrinated into every species of injurious vice by the panders who surround him.

"In the present instance, I strongly recommend that the boy should be made to take his place in the class for which he is fit, that he should sit on the same bench as his class fellows, and not be furnished with an arm chair, and that none of his dependents should be permitted to hang about him in the verandah of the school. His tutor might then become available as a teacher of one of the lower classes, as 25 rupees a month would not be too much to pay for the boy's education.

"But there is a still more important and general question connected with these wards, which I am anxious to submit for the consideration of the Council.

"Many of them are very wealthy landed proprietors, and the hereditary rank of some among them gives them great influence in their territories. It is an object of the highest importance then that they should not only be well educated, but that such principles should be instilled into them at the most important periods of life, as should render them liberal and enlightened landlords, and just rulers of the people committed to their charge.

"This result can never be accomplished by the existing system. The boys are sent to the nearest Mofussil School, or are placed under private tutors, without being removed from the poisonous and blighting influence of the corrupt and profligate dependents by whom they are surrounded.

"The consequence is that scarcely one of them, when emancipated from control, has turned out well, or realized the benevolent intentions of the Government in educating them.

"The best means of obviating this, would be to bring all who are natives of Bengal to the Presidency, to place them under the immediate charge of some Hindu of high caste and established character, such as the Principal of the Sanscrit College, to see that their religious principles and practices were in no degree interfered with, and to educate them at the Hindu College.

"All followers and dependents of doubtful character should be prohibited, and while they are permitted the freest intercourse with the members of their respective families, or with persons who could not contaminate them, care should be taken that they do not fall into the bad habits so destructive of both the moral and physical energies of the individual in early life.

"To surround them with the healthy, wholesome atmosphere of industry, intelligence, and the liberality of sentiment that is to be found among the educated Natives at the Presidency, could not fail to exercise the most beneficial influence on their future career.

"An example of what may be accomplished by such means, is to be seen in the present Rajah of Burdwan.

"The Government is the guardian of the wards entrusted to its charge, and as such has the deepest interest in their welfare and happiness. The subject is one of much importance in every point of view, and I trust the Council will pardon my having ventured to bring it so prominently to their notice."

Bhaugulpore School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
G. F. Brown, Esq., ...	*Commissioner of Revenue.*
R. N Farquharson, Esq., ...	*Sessions Judge.*
R. R. Stuart, Esq., ...	*Collector.*
R. O. Heywood, Esq., ...	*Magistrate and Secy. to the Local Committee.*
Captain D. E. Brewster, ...	*Commandant of the Hill Rangers.*
J. Allan, Esq., ...	*Civil Assistant Surgeon.*
J. Watson, Esq.,...	*Asst. Superintendent of the Western Survey.*
Babu Dwarkanath Chatterjee, ...	*Sub-Assistant Surgeon.*
Mouluvee Moazem Hussein,...	*Principal Sudder Ameen.*
Babu Girdharee Lall, ...	*Vakeel.*
Shah Inayut Hussein, ...	*Zemindar.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Gooroo Churn Mitter, ...	*Head Master,*	150	8th January 1845.
Lalah Soondur Lall,...	*Second Master,*	80	31st October 1851.
Harbuttee Churn Mookerjee, ...	*Third Master,*	40	6th April 1852.
Ram Sahoy, ...	*Fourth Master,*	30	1st November 1848.
Shamah Shunker Biswas, ...	*Fifth Master,*	20	7th August 1852.
Mysah Chamah, ...	*Hindus Teacher,*	5	February 1848.
Mirza Moohummud Hussein, ...	*Vernacular Teacher,*	7	7th April 1852.
Five Servants, ...	... ...	20	
School House Rent, ...	... .	50	8th January 1845.
30 Hill boys as per Muster Roll,	*On Ration,*	45	25th March 1844.
Mess Estabt. for the Hill boys,	... ...	25	26th January 1849.

Local Receipts and Disbursements.

Resources of Annual Income.					Actual Charges for 1851-52.		
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from additional Grant, dated 16th Dec. 1840.	Establishment and Expenses as fixed by Government, dated 16th Dec. 1840.	Nature of Charges.	Items.	Total.
Original Hill School. — Separate yearly grant from Govt., under orders, dated 8th Jan. 1837, Political Dept.	3000				Secretary and Superintendent, ...	240 0 0	
					English Teachers, ...	3,630 10 8	
					Vernacular Teachers,	142 9 7	
					Establishment, ...	240 0 0	
					House rent, ...	600 0 0	
					House repairs, ...	37 4 6	
					Dieting, ...	571 8 0	
Mess Establishment sanctioned in Govt. letter No. 95, dated 28th Jan. 1849.	300				Congt. charges, 8 11 Stationery, ... 67 10	76 5 0	
					Mess Establishment,	300 0 0	
					Repair of the Mess house, ...	16 4 9	
							5,854 10 0
	3,300	480	3,780	528	4,308		
Late Government School,		3,840	3,840	1,728	5,568		
			7,620	7,620			
				9,876	9,876		

At the end of the last academic session (30th September 1851,) Babu Gris Chunder, second master of the school, was transferred to Chittagong, and his place was filled up by Babu Soondur Lall, of the Gyah school, on the 1st of December last. Mr. W. Hanvey, third master, on obtaining a situation of higher value, left the Institution on the 8th of November last, and Koonjlall Khetre, a junior scholar, was

appointed in his room on the 1st of December 1851. Koonjlall's services were dispensed with on the 4th of April last, and his place was filled up by promotion within the school. Parbuttee Churn, the fifth, became the third teacher, and his situation was given to Mr. W. Evan on the 6th of that month. Mr. Evan took leave on the 10th of June last, and afterwards resigned, and Shama Shunker, an ex-student and a junior scholar of 1846, was ordered to act as fifth master, on trial.

Budreenath Jha, the late pundit, died on the 30th of March last, and Mirza Moohummud Hussein succeeded him as Vernacular teacher on the 7th April. He took leave in August for a short time and resumed his duties on the 11th September. Besides the changes detailed above, the Head Master was on leave for 15 days at the commencement of this academic session.

The following is the report of the Secretary, Local Committee:

"I have the honor, by direction of the Local Committee of public instruction, to state for the information of the Council of Education, that they held the annual examination of the Government School at this station on the 15th of the last month.

"The members present as per margin,* were very much pleased with the examination of all the classes, and they were considered to have made satisfactory progress.

"Five boys competed for junior scholarships, of whom three, as per margin,† having gained more than 50 per cent. of the whole number of marks, are considered to be entitled to them.

"The teachers have given great satisfaction in the discharge of their respective duties, and the Local Committee would beg to repeat their recommendation of an increase of salary for the head master.

"On the day of the examination rupees 86 were collected by the members of the committee, and other native gentlemen present for prizes for regular attendance during the ensuing year."

* Messrs. R. N. Farquharson, R. R. Sturt, R. O. Heywood and J. Watson.
Captain Brewster.
Dr. J. Allan.
Babu Girdharee Lall.
Babu Dwarkanath Chatterjee.

† Prossotum Sen.
Mohim Chunder Mokerjee.
Open Narain Sircar.

Mozufferpore School.

NINTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
The Honorable R. Forbes, ...	*Sessions Judge.*
W. St. Quintin, Esq., ...	*Additional Judge.*
G. L. Martin, Esq., ...	*Collector.*
F. Tucker, Esq.,...	*Magistrate.*
W. R. Davies, Esq., ...	*Deputy Collector.*
R. B. Kinsey, Esq., ...	*Civil Surgeon.*
E. Dacosta, Esq., ...	*Principal Sudder Ameen.*
J. Weston, Esq.,...	*Additional Principal Sudder Ameen.*
Moulvee Iradut Allee, ...	*Law Officer and Moonsiff.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Henry Charles Mann,*...	*Head Master,*	80	1st Dec. 1848.
Shaikh Tegh Alloe, ...	*Urdu Teacher,*	10	15th Aug. 1849.

Local Receipts and Disbursements as on the 30th September 1852.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.		Items.	Total.
Realized private Contribution Rupees 10,000 invested in Government Securities, ...	0	10,000		Head Master, ...	960 £	
				Hindu Teacher, ...	120 0	
				Establishment, ...	120 0	
				Contingencies, ...	25 3	
						1,225 3

* Assistant Teacher in the Gyah Government School from 17th December 1845 to 30th November 1848.

The Secretary of the Local Committee submitted the following report:

"The only change that has taken place within the year is the introduction of the study of Arabic and Persian with writing, sanctioned by the Council of Education.

"The local authorities beg to recommend the immediate appointment of an assistant teacher, which is called for by the great increase in the number* of pupils since last year, and the utter impossibility that the head master unaided, can do justice to the number of boys now on the rolls of the Institution. They also beg to recommend that Mr. Mann's salary be raised to 100 rupees a month, as well in consideration of his previous services in the cause of education as of his indefatigable exertions during the past year, and the highly creditable manner in which the boys generally have acquitted themselves, as well on the occasions of the visits of the different members throughout the year, as at the public examination held on the 9th instant. The committee have great satisfaction in recording their favorable opinion of Mr. Mann's merits as a teacher, and at the same time think it due to him to state that his exceeding good temper and unvaried patience have mainly contributed to produce such satisfactory results.

* 57 to 23 at the close of last examination.

"No prizes were presented to the school on the occasion of the present examination.

"The annual public examination was held at the school-house on the 9th instant, in presence of Messrs. Forbes, Martin, Kinsey, Dacosta and Iradutt Allee Khan, members of the committee, and several visitors, European and Native. An examination of each class and each section of class took place in all and each of the books respectively studied and enumerated in the annexed list.

"The first class acquitted themselves with great credit, reading, parsing and explaining with much facility and a very fair pronunciation, In geography the answers were generally very correct and ready; with the use of the Map they also showed themselves decently acquainted. The third and fifth problems of Euclid, the only two given, were explained creditably and the sums in arithmetic were correctly worked. The committee consider Rambahadoor Sing, not only for the manner in which he acquitted himself on this occasion, but for his general good conduct and attention to his studies throughout the year, deservedly entitled to a prize. It did not occur to the committee at the time, but on a future occasion they propose examining the first class boys (who are pretty well advanced) in books they have *not* read.

"The result of the examination of the second class was good. The pronunciation and reading perhaps a little hurried and indistinct, but the meanings of some difficult words were correctly given, and as far as the class has advanced shows the boys to have been attentive. The sums given in simple and compound arithmetic were correctly done by the majority. The committee selected two boys, Munmohun Lall and Ambiccachurn, to either or to both of whom they would award prizes for general good conduct and steady attention to their studies throughout the year.

"The result of the examination of the third class with one exception disappointed the committee, the boys being backward in their studies, and very indifferently acquainted with what they have learnt, grammar in particular; they would, however, award a prize to Rugberdyal, the exception alluded to, who deserved to be in better company.

"The fourth and last class consists of 5 sections, and being made up for the most part of very young boys and all beginners, the examining committee thought they acquitted themselves very well indeed, in consideration of which they would award a prize to each of the lads in the margin*, who approved themselves best of their sections.

*1 Mohamed Allee.
2 Addonauth.
3 Kishnanund.
4 Mohamed Jaffer.
5 Ameer Jan.

"The 3 Buddick lads who have attended this school for a considerable time are confirmed dunces, and it seems hopeless to expect any improvement in them.

"The whole of the classes were examined in Urdu, Persian and Arabic by Messrs. Syed Mohamed Tukee Khan and Iradutt Allee Khan, law officer and member of the committee, who expressed themselves well pleased with the progress made by the boys generally, and submitted at the same time a list of those whom they thought entitled to receive prizes.

"There is no library belonging to this school, which the committee much regret, as by some of the more advanced boys it would unquestionably be appreciated. They would therefore urge upon the Council of Education to supply a few books to form a library.

"The school-house is in good repair, but the range of out-offices requires re-building for which a separate report and estimate will be submitted."

Gyah School.

EIGHTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
T. Sandys, Esq., ...	*Judge.*
R. F. Hodgson, Esq., ...	*Collector.*
F. C. Fowle, Esq., ...	*Magistrate.*
H. Diaper, Esq.,...	*Civil Assistant Surgeon.*
Lieutenant T. W. Peile, ...	*Executive Engineer, Patna Road.*
Mouluvee Moohummud Rafiq, ...	*Principal Sudder Ameen.*
W. Travers, Esq., ...	*Additional Judge, (Member and Secretary).*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Pundit Balmokand, ...	*Head Master,*	150	Joined the Institution 7th Feb. 1846.
Mr. William Harvey, ...	*Assistant Master,*..	60	25th Oct. 1851.
Babu Deena Nath Ghose, ..	*Third Master,*	20	1st Dec. 1851.
Mouluvee Alee Kabeer, ...	*First Urdu Teacher,*	30	1st May 1846.
Mouluvee Qamar Alee, ...	*Second Urdu Teacher,*	10	1st Dec. 1851.
Three Servants, ...	.. ..	9	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.		Items.	Total.
None.	None.					
				Head Master, ...	1,800 0 0	
Invested in Company's Paper 3,000 Rupees at 5 per Cent., ...	150 0 0			Assistant Master, ..	734 0 0	
Annual Subscriptions, ...	1700 0 0			Third Master, ...	200 0 0	
Monthly Subscriptions, ...	541 0 0			First Urdu Teacher,	360 0 0	
Schooling Fees,..	671 0 0			Second Teacher, ..	100 0 0	
Fines, &c., ...	9 0 0			Three Servants, ..	108 0 0	
		3,071 0 0		Contingencies, ..	44 8 9	
Government Donation for 1851,	914 3 0	914 3 0		Current Repairs, ..	100 0 0	
	Total,...	3,985 3 0				3,446 8 9

The following is the report of the Local Committee:

"In the Instructive Department a change has taken place between Mr. Hanvey and Babu Soondur Loll. The latter, who was heretofore second master at Gyah, having been transferred to Bhaugulpore and Mr. Hanvey brought into his place here from the third mastership of Bhaugulpore. An additional English teacher, Babu Deena Nath, ex-student of the Gyah School, and another Vernacular one, Qamar Alee, have also been entertained during the year. At the commencement of the session under review, the boys of the first class were for the most part transferred to the public offices: some have obtained appointments, others are still serving an apprenticeship, whilst one, Jadoonundun Purshaud, a nephew of the Raja of Muksoodpore, is pursuing his studies at the Benares College.

"The Local Committee particularly wish to bring under the notice of your Council, the increasing number of students at Gyah and the absolute necessity of appointing more English teachers, in order to do them justice. There are now 103 boys on the establishment, and it is coming, so much more than heretofore, to be valued by the Natives, that the committee anticipate a certain increase of applicants for admission at the expiration of every quarter. It is thought that there could be no difficulty in preparing boys as candidates for junior scholarships, if more extended means of instruction were offered, but third masters are unequal to the task. The committee are not unmindful of the instructions conveyed in the Council's Circular of the 16th March last, para. 4, but since that date *only* 11 new admissions have been made, and the committee are moreover unwilling to repress any inclination shown to benefit by the school, which must form their apology for pressing this subject so urgently on the Council's attention. At Patna only 56 boys are reported on the rolls of the school, for whom three English teachers are not considered too many, and at Bhaugulpore 5 are entertained, though even there the boys do not equal those of the Gyah School in number. The committee regret that they cannot, however, suggest for this purpose any available source of remuneration: they must, therefore, be content to lay the subject before the Council to be dealt with on its merits, merely adding the expression of their firm conviction, that, if Government, should see the propriety of extending further aid to the school funds, the character of the establishment and the principles on which it is conducted, warrant a certainty of the most beneficial results.

"In connexion with this part of their report, the committee beg to call attention to their Secretary's letter, of the 12th of April last, regarding the repairs of the school-house.

"This building was saved from destruction during these last rains by the timely outlay of 100 rupees sanctioned by Government, under date 29th April 1852. It is quite necessary now that a thorough repair of it should be made, and with this view the committee solicit your Council's consideration of the proposal formerly made to place it under charge of the Executive Engineer of this division of public works. Ample time for it is now in prospect before the hot weather returns, and during the period that the repairs are in progress, the boys might be conveniently accommodated in the circuit bungalow, which adjoins the school compound.

"Mr. Deputy Collector Macleod, presented the school with Arrowsmith's largest sized map of India, a valuable donation, and Mr. Travers gave a prize of 25 rupees for the best translation into English from Marshman's History of India in Urdu. The best performance was by a second class boy named Rugonath Singh, who has been 2½ years studying English, and is not yet 13 years of age. It was done without any assistance whatever and the portion selected at random.

"The following is a brief abstract of the result of the examinations of the several classes:

First Class.—"Ten pupils, average age 15 years, under Pundit Balmokand. All present.

"The report of the examiner is as follows:

DR. DIAPER. "With the exception of guessing a little too much in answering the various questions, the boys have passed an examination most creditable to themselves and to their master.

Second Class.—"Ten pupils, average age 13, under the head master. All present.

MR. W. TRAVERS. "The boys of this class are very well grounded in English, and give a sound and correct explanation of every subject that they have studied. They do their instructor much credit.

MR. C. HOLLINGS. "I examined the second class in arithmetic and found the boys pretty well up to the tests.

"The whole class, with the exception of the 2 last boys, answered a variety of questions without making any mistakes. I think the degree of acquaintance they have all displayed with the subjects of the geographical examination, is most creditable.

Third Class.—"Eighteen pupils, average age 12, under Mr. Hanvey. All present.

MR. A. G. WILSON. "I was highly pleased with the manner the boys in this class acquitted themselves in reading and explaining what they had read; in grammar, arithmetic and in dictation, they also passed a very fair examination. The progress these boys have made in so short a time, I consider highly creditable to the second master, by whom they have been taught.

Fourth Class.—"Twelve pupils, average age 11, under the second master. All present.

MR. W. TRAVERS. "The boys of this class passed a satisfactory examination in reading and arithmetic, but the remark that I made regarding the fifth class about grammar, is applicable to this, particularly to the lower boys.

Fifth Class, First Division.—"Sixteen pupils, average age 10, under Babu Deenanath Ghose. All present.

MR. W. TRAVERS. "In this class the boys read, spell and explain correctly, but do not understand grammar sufficiently, having only learnt a few pages. I think that their knowledge of grammar is unequal to the progress they have made in reading.

Fifth Class, Second Division.—"Eleven pupils, average age 10, under the third master. All present.

MR. G. BROWN. "The boys in this class have made a very creditable proficiency in their studies, considering the short time they have attended at school. The reading was good, with the exception of that of 2 scholars, who are rather behind the mark,

and in spelling they succeeded very well, as also in cyphering. The way in which the whole class acquitted themselves certainly does credit to their master.

Fifth Class, Third Division.—Twenty-six pupils, average age 8, under the third master. 2 sick.

"The boys read and spelt well.

MR. W. TRAVERS.

"The examination of the Oriental studies of all the students was kindly undertaken by Mouluvee Moohummud Rafiq, principal sudder ameen, and his report is on the whole satisfactory.

"As regards the general progress of the pupils, the committee desire to express a very favorable opinion, and they especially notice the zeal and unremitting exertion of the head master, Pundit Balmokand, as well as the creditable support he has received from the subordinate teachers.

"The boys recommended for prizes in the English Department are—

First Class.—"Bishnoo Dial, Bheem Sen, Hunnooman Purshad, Vazeer Udeen Ehmud.

Second Class.—"Rugonath Singh, Madho Churn.

Third Class.—"Tarni Churn Sircar, Ram Purtab Singh.

Fourth Class.—"Bhugwuttee Churn Sircar, Rung Loll Singh.

Fifth Class, First Division.—"Bidia Nund, Rugonath Sahay.

Fifth Class, Second Division.—"Goor Purshaud, Mosaheb Allee.

Fifth Class, Third Division.—"Jhumuck Lall, Rughubuns Sahay.

"In the Vernacular Department, prizes are recommended as follows:

First Class, First Division.—"Meer Irtza Allee, Vazeer Udeen Ehmud.

First Class, Second Division.—"Raghunath Singh, Sheikh Akbar Aly.

First Class, Third Division.—"Sham Beharree Lal, Ulfut Hossain.

Second Class, First Division.—"Rugonath Sahay, Salamut Alee.

Second Class, Second Division.—"Bishoon Purshaud.

Second Class, Third Division.—"Tarapud Chatterjee.

"The library of the school is in a very imperfect state; but with the present insufficient number of Masters, the want of books is not materially felt."

Jessore School.

FIFTEENTH YEAR

Local Committee on the 30th September 1852.

NAMES OF MEMBERS	DESIGNATION
R M Skinner, Esq, ...	*Civil and Sessions Judge*
R Hampton, Esq, ...	*Collector*
C S Bell, Esq, .	*Officiating Magistrate*
C Palmer, Esq M D, .. .	*Civil Assistant Surgeon*
Rajah Burrodakant Roy,	
Babu Upendra Chunder Nyaratna, ...	*Principal Sudder Ameen*

Establishment on the 30th September 1852.

Names.	Designation	Amount of Salary	Date of Appointment
J Smith, .	*Head Master,*	200	17th April 1838
Mohesh Chunder Banerjee, ...	*Second Master,* . ..	50	1st April 1851
Saroda Prosad Roy,	*Third Master,*	30	1st April 1851
Nilmony Nyaratna, .	*Pundit,* . . .	25	10th July 1839
Five Servants,		20	

Statement exhibiting the Number, Religion, &c., of the Pupils as on the 30th September 1852.

Number of Pupils.	Christian.	Moohummudans.	Hindus.	Remarks.
86	1	5	80	

The whole of the pupils in this school are pay scholars. English and Bengali are the only languages taught.

Local Receipts and Disbursements.

Resources of Annual Income					Nature of Charges	Actual Charges for 1851-1852	
Separate Fund.	Assignment from Parliamentary Grant	Total	Assignment from Additional Grant.	Establishment and Expenses, as fixed by Government		Items	Total
33	3,330	3,796	1,650 3,330 4,099	4,099	English Teachers, Vernacular Teachers, Establishment, Contingencies,	3,360 0 0 206 10 8 240 0 0 41 5 6	3,908 0 2

Statement of Schooling Fees realized from the 1st of October 1851 to 30th of September 1852.

MONTHS.	Amount of Schooling realized.	Total.	Remarks.
October, 1851, ...	} 134 0 0		
November „			
December „	102 0 0		
January, 1852, ...	75 8 0		
February „	81 8 0		
March „	88 8 0		
April „	71 0 0		
May „	84 0 0		
June „	86 0 0		
July „	78 0 0		
August „	85 8 0		
September „	85 0 0		
		971 0 0	

The following is the report of the Local Committee:

Changes. "No changes have occurred during the last session. The second master and the pundit were absent on sick certificate, the former for nearly three months, and the latter for six weeks.

Junior Scholarship Examination, 1st Class, Section 1st. "This section of the first class consists of four students; one is 16 and three are 18 years of age; they contended for scholarships. The result of their examination has been submitted, which will show their progress in their studies during the year.

Annual General Examination, First Class Second Section. "The general examination commenced on the 14th of September and lasted till the 21st. The second section of the first class contained sixteen boys, of whom four were absent on account of sickness; their ages ranged from 12 to 16. They were examined on the subjects mentioned in the margin. As they were considered sufficiently advanced in their studies to subject them to a written examination, the head master, Mr. Smith, was requested to draw up a set of questions, and a member of the Local Committee superintended the examination of each day as long as it lasted. All but two boys obtained marks much above the two-fifths fixed by the circular entitling a boy to promotion. One, Tarra Ber Mitter, answered every question in mathematics and prose, and his answers in other subjects were very fair, valuing in all 127½ marks out of 150. Four more obtained above 100, and the remainder, with the exception of the two boys alluded to, above the mean value. The result of the examination of this section in Bengali by Babu Upendra Chunder

English.
Prose.
Poetical Reader, No. III.
Grammar.
History of Rome.
Geography.
Mathematics.

Bengali.
Byakaron.
Betal Punchabinsathee.

Nyaratna, who undertook the Vernacular examination of all the classes, was also very fair. Tarra Ber Mitter and Anand Laul Sen obtained good marks, the former the full number, and the latter 47 out of 50; and the rest much above the mean value, with the exception of two lads, one of whom gained 21, and the other 20 marks.

"The following are the prize pupils:

1 Tarra Ber Mitter, ...	For General Proficiency,		
2 Anand Laul Sen, ...	„ Ditto, ...		
3 Grish Chunder Bose, ...	„ Literature, ...	}	For English.
4 Indra Bussan Bose, ...	„ Grammar, ...		
5 Ashutosh Roy, ...	„ History, ...		
6 Shama Churn Chatterjee,	„ Arithmetic, ...		

1 Tarra Ber Mitter, ...	1st Prize, ...	For Bengali.
2 Anand Laul Sen, ...	2nd Ditto, ...	

Second Class.

English.
Prose Reader, No. IV.
Poetical Reader, No. II.
Grammar.
Pinnock's Catechism of Greece.
Geography.
Arithmetic.

Bengali.
Byakaron.
Prose.

"The second class consists of eleven boys, who were all present, and whose ages were from 9 to 16. They were examined by Dr. Palmer, Secretary Local Committee, in the books mentioned in the margin. Five boys, out of 150 marks, the highest number attainable, obtained respectively 135½, 121½, 117¾, 114⅛ and 98¾. One boy gained half of the full value, and the rest from 29½ to 70: amongst these are a few dull lads who have made little or no progress during the year, and on whom the labor of the master is almost wasted.

"The pupils who have been recommended for prizes are as follows:—

1 Lolit Chunder Ghose,...	For General Proficiency.
2 Bossanto Cumar Mitter, ...	„ History.
3 Dinnonath Mitter, ...	„ Arithmetic.
4 Umbica Ber Ghose, ...	„ Literature.
5 Susti Churn Gangooly, ...	„ Geography.

"In Bengali, with the exception of three boys, the examination was fair. A prize in this department has been recommended to Lolit Chunder Ghose.

"In this class, which was examined by Mr. Hampton, are twenty-one boys, of whom three were absent: their ages range from 8 to 16. Their studies are noted in the margin. The best boy, Prosano Cumar Bose, was absent. Kessub Laul Bose stood the first at the examination, and obtained the highest attainable marks, to wit, 120 fixed for all subjects. The boy next to him gained 83 marks and nine boys about one-half. The answers of the remainder seven were far from being satisfactory. The labor of the master is almost lost on these dull and idle boys, which he cannot well spare, when he has to teach this and the fourth class with its sections; and if they do

Third Class.

English.
Prose Reader, No. III.
Poetical Reader, No. I.
Grammar.
Catechism of Roman History.
Cliff's Geography.
Arithmetic.

Bengali.
Byakaron.
Prose.

not exert themselves, their names ought to be struck off. The undermentioned boys are recommended for prizes:

1 Kessub Laul Bose, ... For General Proficiency.
2 Gourinath Bose, ... „ History.
3 Bunko Behary Chuckerbutty, ... „ Arithmetic.
4 Kali Prosano Mojumdar, ... „ Grammar.
5 Tarra Prosano Doss, ... „ Geography.
6 Mahomed Mathur, ... „ Reading well,

"This class in Bengali did not pass a satisfactory examination. One boy however obtained 28 marks out of 50, the highest attainable number, and another 26; but the rest, much below ½ of the whole number.

"Prize pupil, Tarruck Chunder Chatterjee.

Fourth Class, Section A.

"The fourth class section A. contained 21 boys, from 6 to 11 years of age; all were present, except one on account of sickness. They were examined by Mr. Skinner in Reader No. I., Lennie's Grammar, geography and arithmetic as far as simple division."

The following is a Tabular Statement of the Result of the Examination of this Section:—

4th Class Sec. A.		Prose Reader No. I.				Grammar.			Geography.				Arithmetic.	
No. present.	No. absent on sick leave.	Good.	Pretty good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Pretty good.	Tolerable.	Bad.	Good.	Bad.
21	1	6	2	6	6	6	6	8	5	1	5	9	7	13

"Five boys of this section have been recommended for prizes, *viz.*:

1 Sharodo Prosad Bose, | 3 Omesh Chunder Sen,
2 Ram Chunder Bose, | 4 Lukhun Chunder Roy.
5. Prosano Cumar Paul.

"A prize has also been recommended in this section to Rojonikant Buksh for Bengali, he having gained 44 marks out of 50, the highest number.

Fourth Class, Section B.

"The boys of this section, numbering 13, aged from 6 to 11, were examined by Mr. Belli. With one or two exceptions, they read 18 pages of the spelling book and explained every word in Bengali very nicely. In Bengali they passed a satisfactory examination also.

"Prize pupils, Rajendra Cumar Bose, for English, and Bonoarce Laul Sing, for Bengali.

Library. "A few books were added to the library this year.

Buildings. "The school-house is undergoing repairs.

Conclusion. "Mr. Smith, aided by the under masters, has exerted himself in imparting instruction to the boys and affording satisfaction to the Committee, and the Committee have much pleasure in thus making favorable mention of them."

Visitation Report by the Secretary to the Council.

On the 19th of January the Secretary to the Council of Education distributed the prizes of the Jessore school, accompanied by the officiating Secretary to the Local Committee, the other members being absent from the station.

The following is his report:

"The library and records of the institution were in good condition and properly kept.

"I had no opportunity of examining the school, as I was only a few hours at the station, and the short vacation began directly after the prizes had been given away.

"The school had suffered somewhat from the severe outbreak of cholera and fever in the district."

Burdwan School.

EIGHTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
J. H. Patton, Esq., ...	*Judge.*
J. J. Ward, Esq., ...	*Collector.*
A. Pigou, Esq., ...	*Magistrate.*
H. Muspratt, Esq., ...	*Assistant Collector and Magistrate.*
Babu O. C. Sett, ...	*Sub-Assistant Surgeon.*
,, Mohendranath Bose, ...	*Abkaree Superintendent.*
J. S. Bell, Esq., ...	*Sudder Ameen.*
T. Hastings, Esq., ...	*Civil Assistant Surgeon and Secretary.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Ramtonoo Lahoree, ...	*Head Master,*	150	21st April 1851.
,, Gobindchunder Bose, ..	*Second Master,*	50	12th Dec. 1845.
,, Hurrytarun Bhuttacharge,	*Officiating Third Master,* ..	15	
Three Servants, ...	.. ..	12	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 1st Oct. 1845.		Items.	Total.
...	.....	.....	242	Head Master, ...	1,800 0 0	
				Second Master, ...	599 15 11	
				Third Master, ...	330 15 6	
				Servants, ...	144 0 0	
				Contingent Charges, ...	41 15 9	
						2,916 15 2

The following is the report of the Local Committee :

Changes. " The only change which has taken place during the past session is in the office of third master. The late master was removed on account of inefficiency, at the recommendation of the Local Committee. His office has been temporarily filled by a young man who was formerly a student of the school, and of whose usefulness the head master reports favorably.

"The Local Committee have no suggestions to make respecting the studies or internal economy of the school, the more especially as the committee apprehends a transfer of the school to some other place is likely to happen.

"In the month of December last, 47 rupees, divided into several sums, were distributed to those who wrote the best essays on subjects selected by Babu Joykissen Mookerjee, the donor.

"The result of the examinations of each class, the committee consider to be satisfactory. The general progress of the second class was particularly so. The average age of the boys of the first class is eighteen, of the second sixteen, of the third fourteen, and of the fourth eleven or twelve. The names of those recommended for prizes are contained in the margin.

First Class.

1 Gones Chunder Chowdhry.
2 Ojoodranath Sircar.

Second Class.

1 Roheem Bux.
2 Umbica Churn Bose.
3 Dwarkanath Banerjee.
4 Sib Chunder Chatterjee.

Third Class.

1 Kalee Coomar Coondo.
2 Ram Chunder Chowdhry.
3 Bisto Chunder Chatterjee.
4 Sarodaprosad Gangoolee.

Fourth Class.

1 Coylas Chunder Roy.
2 Kedarnath Dutt.

Good Conduct.

1 Ramgutty Mookerjee.
2 Heeralal Nundy.
3 Kissonath Gupta.
4 Shoroop Narain Mookerjee.

Writing.

1 Ramgutty Mookerjee.
2 Ojoodanath Sircar.

"The library is in a good state, and is carefully preserved by the head master, in whose charge it is.

"The school building is in good condition.

"In December 1851, the Secretary to the Council visited the Burdwan School during a tour of inspection, in which he was then engaged. He reported well of the appearance of the pupils who were present at his visit, but the attendance was irregular, the average amount of absenteeism during the year being at least 30 per cent. This could not be prevented, notwithstanding the exertions of the head master, an able and zealous officer, owing to the existence in the neighbourhood of other schools.

"These are the Rajah of Burdwan's and the Missionary Schools.

"The Secretary visited the former, and found it fully equal to the Government Institution, if not superior to it. The boys were well taught, orderly and quiet as well as regular in attendance. The Maharajah intimated to him that if the Government Institution were withdrawn, he would place his school upon a better footing, and guarantee that no one really desirous of an education in Burdwan, should be deprived of it.

"Acting on this suggestion, the Council requested the Maharajah to state what provision he was disposed to make for the maintenance of his school in the event of the Government Seminary being transferred to another station. In reply he has signified his willingness to go to any additional expense that would be necessary for the above-mentioned purpose, and has lately reported the entertainment by him of the services of a first class scholarship-holder, and that he contemplates other changes in future.

"In return the Maharajah has requested the Council to issue instructions for the due visitation of his school by the Local Committee, and the admission of his pupils to the junior scholarship examinations of the Hooghly College."

Bancoorah School.

SEVENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS	DESIGNATION.
P. Taylor, Esq,	*Civil and Sessions Judge*
W. J Longmore, Esq.,	*Officiating Joint Magistrate and Deputy Collector*
A R Thompson, Esq,	*Assistant to the Joint Magistrate and Deputy Collector*
Moulvee Syed Oshman Ali,	*Principal Sudder Ameen*
Moulvee Abdool Azeez,	*Sudder Ameen and Sudder Moonsiff.*
Pundit Kali Comul Nyarutton,	*Vakeel*
Babu Tarini Prosad Mookerjee,	*Sheristadar, Dewanny Court*
G N Cheek, Esq.,	*Civil Assistant Surgeon, Member and Secretary.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary	Date of Appointment.
Babu Nobinkrishna Sircar,	*Head Master,*	100	26th July 1848.
,, Nilmony Doss,	*Second Master,*	50	25th May 1852.
,, Krishna Nauth Mookerjee,	*Third Master,*	30	7th May 1849.

Local Receipts and Disbursements.

Resources of Annual Income.					Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government	Nature of Charges.	Items.	Total.
Schooling fees and fines, 878 7 3			Instructive Establishment, 2,760 0 0	Establishment,	2,155 1 6	
Book Money, 114 13 9			Servants, 156 0 0	Servants,	156 0 0	
Price of Books returned to Book Agent, 95 0 0			Book Allowance, 240 0 0	Contingencies,	80 0 0	
Total, Co's Rs, 1,088 5 0	3,000	4,088 5 0	Prize Allowance, 96 0 0	Book Allowance,	210 10 10	
			Total, Co's Rs, 3,252 0 0	Prize Allowance,	96 0 0	
				Punkah pullers,	21 0 0	
				Total, Co's Rs,		2,718 12 6

The following is the report of the Local Committee, drawn up by the Secretary:

Changes of Instructors.

"The only change in the instructive establishment that occurred during the year under report, was an exchange of situations, under the sanction of the Council of Education, between Babu Nilmoney Doss, of the Hooghly Branch School, and Babu Gopal Chunder Chatterjee, late second master of this Institution.

Strength of the School.

"The numerical strength of the school continues very nearly the same with that of last year, as the following statement will show. The dismissals therein noticed have been chiefly owing to a failure on the part of the students to pay up their schooling fees, on the 10th of each month, in accordance with recent orders received from the Council of Education.

Number on the Rolls on 30th Sept. 1851, ...		74
„ Admissions from 1st Oct. 1851 to 30th Sept. 1852,		26
		100
Withdrawals, ditto ditto, ...	6	
Dismissals, ditto ditto, ...	19	
Junior Scholars promoted to the Colleges,.....	4	
Deaths, ...	1	
	—	30
Number on the Rolls on 30th Sept. 1852, ...		70

Local Epidemics, &c., affecting attendance.

"Cholera and small-pox raged with virulence at this station, during the months of February and March last, owing to which many of the students took refuge in distant localities, with a view to the avoidance of infection, and we considered it our duty to permit the closure of the school for a fortnight, in consequence of diminished attendance and the fears of the pupils who remained. There also occurred a dreadful fire in the month of March last, which reduced three-fifths of the town to ashes, and the families of several pupils being deprived of their habitations thereby, removed into the interior until new ones could be constructed; hence a further diminution of attendance for some time resulted. All this, of course, told against the progress of study, but could not be avoided.

"Notwithstanding the fluctuations thus occasioned and the absence, on sick leave, of the late second master, for about 6 months, the students have generally made good progress, under the able superintendence of Babu Nobinkrishna Sircar, the head master, assisted by his present complement of subordinates, as the returns of the annual examinations herewith submitted will show.

Scholarship Examinations.

"The senior section of the first class, consisting of four pupils, *viz.* Sitanath Chatterjee, Jugut Chunder Rai, Gouriprosad Sircar and Bhoyrub Chunder Pattro, appeared as candidates at these examinations. The students were

assembled in the central hall of the school-house and examined, in strict accordance with the scholarship rules, in the order noted below:

Dates.	Department	Questions by whom set and answers by whom examined.	Who presided at the examinations.
Tuesday, Oct. 5th,	Grammar,...	Mr. Longmore,.....	Messrs. Cheek and Longmore.
Wednesday „ 6th,	History, ...	Dr. Cheek, ...	Dr. Cheek.
Thursday „ 7th,	Mathematics,	Mr. Longmore, ...	Messrs. Cheek and Longmore.
Friday „ 8th,	Geography,	Mr. P. Taylor, ...	Dr. Cheek.
Saturday „ 9th,	Translations,	Mr. P. Taylor and Pundit Kali Camul Nyarutton,.....	Dr. Cheek and Pundit Kali Comul Nyarutton.
Monday „ 11th,	Literature,..	Mr. A. R. Thompson, ...	Messrs. Cheek and Longmore.
Tuesday „ 12th,	Oral examinations,	.....	Messrs. Cheek and Longmore.

"As the above four students have obtained more than the requisite number of marks, it is recommended that a junior scholarship be awarded to each.

General Examinations.

"The general examinations, of which detailed statements are herewith submitted, were conducted by Messrs. Cheek, Longmore, Thompson, Taylor and Pundit Kali Comul Nyarutton, who consider the result highly creditable, as the majority of the pupils have gained above two-thirds of the aggregate number of marks, and recommend the following meritorious students as deserving of reward:

RECOMMENDED FOR CERTIFICATES OF HONOR.

First Class, Junior Section.

Bonomali Dutt. | Toylucknath Dey.

Second Class.

Luckinarain Ghose. | Raznarain Ghose.
Doorganarain Banerjee.

Third Class.

Ootum Krishna Sircar. | Sreeneebash Ghose.
Purmessur Buksee. | Sharodapersaud Chatterjee.

Fourth Class.

Tarnipersaud Chatterjee. | Judonath Kowar.
Greesh Chunder Banerjee.

Fifth Class.

Rakal Doss Bose. | Hurry Lall Dhoby.
Greeshnath Luskar.

Sixth Class.

Guddadhur Roy. | Nundo Lall Dutt.
Kooloodapersaud Mookerjee.

"Agreeably to the resolution of the committee, noticed in the last report, a prize was offered for the best English copy writing; some of the boys came forward to compete for this prize; Oomachurn Roy, of the third class, excelled the rest, and to him, therefore, the prize has been allotted.

Writing Prize.

"The library is in excellent condition and has been more frequented by the boys than in former years. Thirty-four new volumes have been added to it, during the past session.

Library.

"The head master, with whom originated in 1849 the plan of local subscriptions, has kept his subscription book in due circulation. The donations received during the year under report, have been added to those of the preceding two years, and will be applied to the same purpose, *viz.*, enlarging and repairing the late free school-house.

Donations.

"The donations amount to rupees 100.

"The additions to the school-house made over to Government by the late free school committee in 1849, having been completed by the end of last year, the school, with all its appurtenances, was removed thereto on the 2nd January 1852.

Buildings.

"Two rooms have been added to the original building, which contribute much to the comfort of the pupils, besides suitable out-offices for their convenience and for the residence of the chowkeedar, &c. The school compound has also been extended and now occupies an area of about 5½ beegahs.

"We are of opinion, that the attention shown by the masters to their various classes, calls for great commendation.

Masters.

"The students have all been well behaved and respectful, and appear to be much attached to their instructors, which circumstance is creditable to all parties.

Students.

"The visitors' book is herewith submitted, from the remarks entered in which it will appear, that the Local Committee have never been obliged to notice any irregularity, but, on the contrary, found every thing conducted in a regular and quiet manner, upon all occasions."

Visitors' Book.

Baraset School.

EIGHTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
R. Jackson, Esq., ...	*Joint Magistrate and Deputy Collector.*
Babu Neelmony Mittra, ...	*Deputy Magistrate and Moonsiff.*
,, Kally Krishna Mittra.	
,, Dinonath Dass, ...	*Sub-Assistant Surgeon.*
,, Kashee Nath Biswas, ...	*Zemindar.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Peary Churn Sircar, ...	*Head Master and ex-officio Secretary to the Local Committee,* ...	150	8th Dec. 1845.
,, Hurry Doss Ghose, ...	*Second Master,*	50	29th May 1850.
,, Kadar Nath Mookerjee, ...	*Third Master,*	30	28th July 1852.
,, Doorga Churn Chatterjee,	*Fourth Master,*	20	28th July 1852.
,, Greesh Chunder Chatterjee,	*Fifth Master,*	20	3rd Aug. 1852.
Three Servants, ...	... ...	14	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.		Items.	Total.
... ...	... ...	... ...	... ...	Teachers, ...	3,236 9 8	
				Establishment, ...	168 0 0	
				Contingencies and enclosing the School compound,	485 0 0	
				Total, ...	... ...	3,860 9 8

The following is the report of the Local Committee:

"The Institution since its establishment on the 1st January 1846, is steadily rising in the estimation of the people of the district. The number of pupils on the rolls on the 30th September last is 147, and the average daily attendance 144. The total amount of schooling fees realized during the past session is Co.'s Rs. 1,512-8; of which Co.'s Rs. 344-8 have been collected from the boys studying at half the usual rate of schooling fees on the nomination of the Baraset Female School Committee, and Co.'s Rs. 50 have been paid in by the same committee for the pupils admitted into the school on their account, under the designation of 'Bethune's boys.'

"The most important changes that have taken place during the last session, are the removal of the school from the jail rooms to the new school-house, on the 11th November 1851, and the formation, on the 20th August 1852, of the Local Committee as it now stands, the body having been hitherto represented by the joint magistrate. The other changes that have occurred are the transfer of the third master to the Hindu College Branch School on the 19th July last, the promotion of the fourth and fifth masters on the 25th of the same month to the next higher places, and the appointment of Babu Greesh Chunder Chatterjee, an ex-student of this school, to the last office, on the condition of his obtaining, within 6 months from the date of his appointment, a certificate of qualification from the examination committee.

"Some of the English and Vernacular class books* having been found to be too difficult for the pupils of the several classes, in which they had been hitherto used, they have been superseded by other works better suited to the capacities of the boys, and a new course of studies for the present session, drawn up by the head master in consultation with the examiners, has been circulated among the teachers, with the sanction of the Local Committee.

"The plans and preparation for the working of the Agricultural School to be attached to this Institution, having been completed and approved of by the Council, operations will be commenced on the re-assembling of the school on the 17th instant. Three *mallees* have been appointed from the 1st ultimo, under orders of the Council, dated 20th September 1852, sanctioning the entertainment of such servants, and contingent charges to the amount of Co.'s Rs. 16 per mensem. The pupils of the Agricultural School will be instructed in the most obvious and necessary principles, and especially in the practice of agriculture and horticulture, agreeably to the plan already submitted and approved of.

"Several boys of the school, whose houses are at a considerable distance from the station, having been found to lodge in the worst quarters of the town, with the most vulgar people, and Mr. E. Jackson in his tour through the district, having ascertained that many respectable inhabitants in the Mofussil cannot educate their wards for want of suitable accommodations and proper private superintendence at this locality, the committee have resolved to build a spacious and airy bungalow in the school compound, with other appurtenances for affording lodging to such

* Second Geography, Keightley's Rome, *Jeebun Charitee* and *Bhodhodoy* superseded by Goldsmith's Geography, Chambers' Rome, Neetebodh, Eshwur Chunder Surma's translation of the History of Bengal.

pupils. The expenses for boarding are to be defrayed wholly by the boys themselves, and the head master will superintend the morals, health, and general conduct of the boarders. For the erection of the bungalow and two upper rooms on the school-house, one for the head master's lodging and the other for the library, local subscriptions have been realized to about Co.'s Rs. 600. A further amount of Co.'s Rs. 300 is expected, and a donation of Co.'s Rs. 300 has been granted from the Education Fund, under orders from the Bengal Government, dated 18th October 1852, making up the total amount of the estimate for the buildings. Within the next three months every thing is expected to be completed.

"With reference to the instructive department, the committee having observed that the teachers now will have to perform much more work than they had hitherto done, in consequence of the number of pupils at present on the rolls being considerably larger than that at the close of 1849, and on account of the Agricultural School and the boarding establishment imposing on them several additional duties of responsibility, the committee deem it necessary to relieve them of a portion of their present duties by the appointment of a Pundit, whose salary for the present session is to be paid wholly by donations from Mr. E. Jackson and Babu Nilmony Mittra. The committee by this arrangement intend likewise to ascertain experimentally whether the Vernacular class books can be better taught by a Pundit than by teachers of English studies, not duly brought up in the elements of the Sanscrit language, some knowledge of which they consider requisite to form a good Bengali teacher. The proposition has been submitted to the consideration of the Council.

"The general and scholarship examinations were held from the 25th September to the 12th October last. Mr. E. Jackson examined the several classes in reading, explanation, grammar and history; Babu Kally Krishna Mittra in geography, Babu Dinonath Das in mathematics and Babu Nilmony Mittra in Bengali and the translations. Of the twenty-one boys who competed for junior scholarships, nine have gained, one has obtained a free ticket, and eleven have failed. Mr. E. Jackson thus speaks of the examinations—'The result of the examinations in reading, explanation and grammar, are generally satisfactory as regards all the classes in the school. In the second class there were the smallest number of boys above the average, and in the fourth class the largest number. I was particularly pleased with the boys of the fourth class; their manner of reading and explanation showed that they had attended to their duties during the year, and reflected great credit on themselves as well as on their masters, Kadernath Mookerjee and Doorga Churn Chatterjee.' Babu Kally Krishna Mittra thus observes on the result of the examinations:—'Assisted by the head master, I examined all the classes in geography, the fourth and fifth classes acquitted themselves very satisfactorily. The same cannot be said of the second and third classes, which in general failed to draw correct maps. The answers to the scholarship questions show that the boys are well acquainted with both descriptive and physical geography. The maps of India drawn by most of the boys are nice ones, that of Chundernath Banerjee, in particular, is greatly to be praised. I observe one defect in most of the boys of the first class, their want of facility in expressing their ideas clearly and correctly in English. This, I learn, is from their not having been in the

habit of composing in English, before they were promoted to this class. I likewise heard the first class in the oral examination. Two passages from Pope, which they had read in the class, were selected. The boys in general read and explained them correctly. The plan adopted, I believe, only in this school, of making boys even of the last class draw maps, is excellent. It not only gives the students a clear idea of the positions and magnitudes of countries, &c., and makes them remember more easily the names of places, &c., but from the aptitude which children manifest in painting objects, they are taught geography without feeling it as a task. The books used in some classes, especially in the junior ones, are not well suited to them. Clift's geography fails to draw and fix the attention of young boys, while Chambers' Introduction, though on a better plan, is, from its style, rather difficult for beginners.

"The library is in a very good state, and considerable use is made of the books by pupils of the first class. There are 240 volumes of useful and choice works, of which those* mentioned in the margin have been presented to the school by the gentlemen named there. Some of the books and atlasses having been torn from frequent use, the sum of Co.'s Rs. 60 has been sanctioned for binding them.

* Lardner's Cabinet Cyclopædia, 85 vols., ... Pictorial England, 4 vols., Encyclopædia Britannica, 26 vols.	C. B. Trevor, Esq.
Lardner's Cabinet Cyclopædia, 6 vols., ... Baillie's Dictionary, ...	E. Jackson, Esq.
Stewart's Bengal, 1 copy, Keightley's Rome, 2 copies,	H. Pratt, Esq.

"The school-house not having been built so well as could be desired, and the executive engineer, Major Abercrombie, having noticed several defects in it, the payment of the 1,000 Rs. due to the builder has been withheld, and he has been desired to remedy the defects before the re-opening of the school after this Dusserah vocation. As the builder, however, has not yet commenced the repairs, the committee are endeavouring to make arrangements with him to the effect that he would give up to the committee out of his dues a certain sum, adequate to the repairs of the building, and receive the balance in satisfaction of all his demands on the committee, who, with the amount thus placed at their disposal, will put the building into good order in the way they deem necessary.

"The state of education in the district claims a brief notice in a report of this nature. There is evidently a great demand for English education throughout the district. Even in the interior and at a considerable distance from the sudder station, people have been giving to their male children some sort of English education, though these efforts are at present confined to such as are in affluent circumstances. For the Vernacular, however, little or no care is taken. It is still taught nominally by very ill-paid and ignorant *gooroomahosoys* in pathshallas founded on no principle and conducted on no plans, and wherein generally nothing more is learnt than writing without any regard to orthography, and cyphering with no knowledge of principles. The annexed statement, is a brief statistical account of education in the district so far as could be ascertained from police darogahs through the exertions of the joint magistrate. From some thanas no reports have as yet been received. At the conclusion of the present session, the committee expect to forward a fuller account. From the information they could glean,

they have, however, been convinced of the absolute necessity of taking some measures for improving Vernacular education in the district, and with this view, they intend to open experimentally six or seven patshallas within 6 miles about the station on all sides, for imparting a systematic course of education to children of all classes in Bengali. Most of the villagers at present pay a trifling amount monthly to the *gooroomahosoys* in charge of their boys. The committee propose to secure the co-operation of the villagers in establishing in the room of several such useless patshallas, one good Bengali school, in the midst of 2 or 3 villages within the compass of a mile or two; the expenses of the establishment to be defrayed wholly by villagers by subscriptions among themselves, to be raised by village committees from individual families, at even a lower rate than what they now pay to *gooroomahosoys*. The local committee will reserve to themselves the duty of superintending and constantly inspecting these schools, prescribing all plans and methods and directing their enforcement, leaving to the village committees the immediate management of the schools. The plan has not yet been duly organised, as the feelings of the inhabitants have not been ascertained. The joint magistrate in his tour through the district, will represent to the inhabitants the advantages of the proposed arrangement, and it is hoped they will readily co-operate with him and the committee in carrying out the views of improvement. Within a short time the committee will be able to speak more definitely on this point, and if they see any prospect of success, they will submit the proposition in due form.

"In conclusion, the Council will no doubt be gratified to learn of the existence of two female schools, one at Baraset, and the other at Neebandhooee, about 6 miles from the station. The former is attended by 11 pupils of respectable castes, two of whom have gone through four or five elementary works in English, and can easily read, explain and write with correct orthography, Bengali, from such books as *Geebun Churita* The others are still in the first four numbers of the Infant Teacher. There are, in the latter, about twelve or thirteen pupils in attendance, some of whom have made great progress in Bengali. English is not taught in this school. In both institutions the elements of geography, arithmetic and grammar form likewise a portion of the studies.

"There is also an industrial school under the Baraset Female School Committee, attended by about 25 boys, mostly children of the labouring classes, who are taught along with Bengali, reading, writing and arithmetic, the practice of agriculture, basket-making, and similar other useful works."

Statistics of Education in the District of Baraset, at the close of September 1852.

Number.	In the villages under the jurisdiction of	English Schools.					Vernacular Schools.					Remarks.
		Number of Schools.	Number of Pupils.	Number of Teachers.	Monthly Pay of the Teachers. Rs. As. P.	Studies.	Number of Schools.	Number of Pupils.	Number of Teachers.	Monthly Pay of the Teachers. Rs. As. P.	Studies.	
1	Faree Balagustee in the town of Baraset,	4*	314	9	324 0 0	The junior scholarship standard in one, *i. e.* the Government School. The highest studies in the others are Prose Reader, No. 4, Gay's Fables and a little of Grammar, Geography and Arithmetic, ...	8	427	9	50 0 0	The 5 Nos. of the Infant Teacher in one, the Chaunkya Slokas, Seeshoobodh, Monorunjun Ittihas and Hitopodesh in another, are the highest studies. In all the rest no books are read, pupils learning only to write and cypher,...	* Of these 4, one is the Government School at Baraset, containing 147 pupils taught by 5 teachers, whose pay, with that of other servants, amounts to Co.'s Rs. 284 monthly. Besides these, there is a Female School at Baraset established on the 1st Jan. 1850, now containing 11 girls, 3 of whom are studying English and Bengali, and the others only Bengali. The highest studies in English are "Chamber's Rudiments of Knowledge" and Simple Lessons, and in Bengali *Jeebun Charita*, Translation of the History of Bengal, Grammar and Geography and Arithmetic—Rule of Three.

Number.	In the villages under the jurisdiction of	English Schools.					Vernacular Schools.					Remarks.
		Number of Schools	Number of Pupils	Number of Teachers.	Monthly Pay of the Teachers. Rs. As. P.	Studies.	Number of Schools.	Number of Pupils	Number of Teachers	Monthly Pay of the Teachers. Rs. As. P.	Studies.	
2	Thana Codombogachee,	3	140	3	62 0 0	The highest studies are Goldsmith's Greece, Prose Reader No 4, and Poetical Reader No. 1, ...	63	1809	65	240 0 0	In most of these schools no books are read, in some the Seeshoobodh and Neeteekotha are studied, only in one, that is, the Neebandhooee School, the studies are very high, comprising, Grammar, Geography, Arithmetic, Prose and Poetical Class Books and Bengali composition.	Besides the schools noted, there is a Female School at Neebandhooee attended by 13 pupils, some of whom can read, write and explain Bengali very well.
3	Faree Ashashoonee, ...	0	0	0	0 0 0	... ...	10	61	10	17 8 0	No books are read.	
4	Faree Choyton Bachra,	3	38	3	27 0 0	The highest studies are Prose Reader, No 4, Poetical Reader, No 3, and History of Bengal, ...	15	234	14	54 8 0	In 4 of these the Seeshoobodh, Neeteekotha, Hitopodesh and Burnomalla are read partly. In all the others no books are read.	

Number.	In the villages under the jurisdiction of	English Schools.						Vernacular Schools.						Remarks.
		Number of Schools.	Number of Pupils.	Number of Teachers.	Monthly Pay of the Teachers. Rs. As. P.			Studies.	Number of Schools.	Number of Pupils.	Number of Teachers.	Monthly Pay of the Teachers. Rs. As. P.		Studies.	
5	Thana Nyhattee, ...	5	123	8	90	8	0	History of Greece, Prose Reader No 4, Arithmetic and Geography are the highest studies,...	58	1994	59	252	12 0	In most of these schools, boys read either one or two of the 3 books, Gooroodukhyna, Seeshoobodh and Neeteekotha. In one, the Chaunkya Slokas, the Aridhan and Bhuttee are read by some pupils, and in the others there are no books.	
6	Thana Cohnga, ...	1	20	1	10	0	0	Prose Reader No. 1, Grammar and English Spelling No. 1,...	17	504	17	67	13 0	Seeshoobodh is the only book read in some of these schools.	
7	Assuming for the Thanas of Dumdums, Busheerhatt and Lubshs, from which no returns have been received as yet, ...	8	300	8	64	0	0	... ...	80	2000	80	350	0 0		
	Total, ...	24	935	32	577	8	0	... ...	251	7020	254	1032	9 0		

Howrah School.

EIGHTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATIONS.
H. R. Alexander, Esq., C. S., ...	*Superintendent of the Salt Golahs, and Honorary Secretary.*
E. Jenkins, Esq., C. S.	*Magistrate.*
A. C. Macrae, Esq., M. D., ...	*Civil Surgeon.*
E. Roke, Esq., ...	*Senior Intendant of Salt Golahs.*
Babu Joykissen Mookerjee, ...	*Zemindar.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Bhoodeb Mookerjee, ...	*Head Master*, ...	150	23rd Aug. 1849.
Nobin Chunder Bose, ...	*Second Master*, ...	50	1st Dec. 1851.
Sreenauth Dutt, ...	*Third Master*, ...	30	14th Feb. 1850.
Joddonath Auddy, ...	*Fourth Master*, ...	20	14th Feb. 1850.
Four Servants, ...	... ...	14 6	
	Total, Co.'s Rs. per month, ...	264 6	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government Order, dated December 1845.		Items.	Total.
Schooling Fees collected from the Students during the year ending September, Co.'s Rs. 2,102-6-0.	0	0	Head Master, ... 150 0 0 Second Master,.. 50 0 0 Third Master, ... 30 0 0 Fourth Master, 20 0 0 Servants, ... 14 6 0 Contingent Charges at 6 Rs. per month, ...	Pay of the Officers, ... Erection of Out-Offices, ... Contingencies,...	3,169 11 0 85 7 8 42 5 0	3,296 7 8

W

The following is the report of the Local Committee:

"The only change which has taken place in the establishment of this school during the past year, was the transfer of situations between the second master of this and the Ooterparah School in December last.

"The total number of scholars on the rolls is 144. A considerable increase has been effected in the schooling fees of the past session over preceding years, the average amount for 1850-51 being rupees 140, and for 1851-52 rupees 175.

"In consequence of there being only four teachers attached to this school, and the number of classes being five, with subdivisions, the last class has been chiefly taught by monitors, and the Head Master obliged from want of room to reject many applications for admission. The Local Committee are strongly persuaded that the employment of an additional teacher would add greatly to the efficiency of the Institution, and the expense incurred on this account be more than covered by the increased amount of fees which fresh admissions will necessarily create.

"The general examination was held on the 2nd October, and was attended by the Revd. A. Garstin, Mr. E. Jenkins, Dr. E. Roer, and the Secretary.

"The first class is divided into two sections; the majority in the former (7) were candidates for junior scholarships. The second section was examined by Dr. Roer in geometry, and myself in the other branches of study. It consisted of 14 boys, of whom 11 were present; their respective ages were from 15 to 18 years. They were tolerably correct in pronunciation and the general meaning of words, and better acquainted with Grecian than English History; they also passed a creditable examination in geometry, arithmetic and translation, but were generally deficient in geography.

"On the whole the examination of this section has been rather unfavorable this year, owing probably to the disadvantage the Head Master labored under in having to teach two different sets of boys, besides devoting some attention to the last class, which is without a teacher, in addition to his duty of general superintendence.

First Class, Second Section.
Khetternath Bhuttacharjee, 1st certificate.
Ashootosh Banerjee, 2nd certificate.
Bholanath Banerjee, 3rd certificate.

"The names of those who distinguished themselves in the above section, and to whom certificates of proficiency were adjudged, appear in the margin.

"The second class was examined by Mr. Jenkins. It contained 20 boys, of whom one was absent on sick leave; their ages ranged from 12 to 16 years. The examiner reports 'that they have all been very 'carefully taught, and great credit is due both to them and their 'teacher Nobinchunder Bose.'

Ramgopaul Dutt, 1st prize.
Aprocash Mookerjee, 2nd prize.
Bepinbehary Bhadree, 3rd prize.

"The names of those recommended for prizes are shown in the margin.

"The third class was examined by Dr. Roer; the age of the boys was from 10 to 15 years; the number borne on the rolls was 31, of whom all were present. In history, geography and arithmetic they passed a very satisfactory examination. This class has only lately commenced Vernacular

Womachurn Chuckerbuttee, 1st prize.
Dyalchunder Banerjee, 2nd prize.
Chundercoomar Banerjee, 3rd prize.
Soshybhoosun Chatterjee, 4th prize.

reading, but the master has taken care to enjoin a good pronunciation and correct explanation of words. The boys whose names appear in the margin have been considered entitled to prizes.

"The fourth class, section first, was examined by the Revd. Mr. Garstin; it contained 19 boys, of whom 18 were present, average age 12 years.

"The examiner remarks that the first section acquitted themselves creditably in everything, and exceedingly well in arithmetic as far as simple rule of three.

Banymadaub Bose, 1st prize.
Brojonath Bhunja, 2nd prize.
Doorgachurn Chatterjee, 3rd prize.
Samachurn Chowdry, 4th prize.

"For the names of those recommended for prizes, *vide* margin.

"The fourth class, section second, containing 33 boys, from 10 to 14 years of age, of whom 30 were present, was also examined by Mr. Garstin, who reports that they answered well, and seemed to understand the meanings of the words, but were somewhat deficient in the multiplication table.

Juggut Kisto Mitter, 1st prize.
Babymadub Mozundar, 2nd prize.
Heeralall Banerjee, 3rd prize.
Coylaschunder Chatterjee, 4th prize.

"The boys deserving of prizes are shown in the margin.

"The fifth class, containing 24 boys, of whom one was absent, was examined by the head master, Babu Bhoodeb Mookerjea, who reports that this class has been chiefly taught by monitors under the superintendence of the fourth master; the boys were probably on that account deficient in reading and pronunciation. In spelling, explanation, vernacular reading and arithmetic they have acquired a creditable proficiency.

Kistocant Roy, 1st prize.
Ramnarain Mookerjee, 2nd prize.
Prosonocoomar Dey, 3rd prize.
Sarodaprosad Banerjee, 4th prize.

"The average age of the class and names of prize students are shown in the margin.

"The state of the Library calls for no particular remarks, only a few volumes having been added this year. Two new out-offices have been erected for the convenience of the pupils, at a cost of rupees 85-7-8, but the school-house requires to be thoroughly repaired, for which an estimate has been submitted to the Council of Education."

The Candidates for scholarships were examined in the Town Hall; the result of the examination is contained in the report of the Council of Education.

Ooterparah School.

SEVENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
H. Alexander, Esq., ...	*Supt. Sulkeah Salt Golah, Secy. L. C.*
E. Jenkins, Esq., ...	*Magistrate of Howrah.*
A. C. Macrae, Esq., M. D., ...	*Civil Surgeon of Howrah.*
F. Rose, Esq., L. L. D., ...	*Senior Assistant Salt Golah, Sulkeah.*
Babu Joykissen Mookerjee,...	*Zemindar, Ooterparah.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. R. Hand, ...	*Head Master,*	150	23rd Mar. 1846.
	Personal Allowance, ...	50	
Babu Peary Mohun Mookerjee,	*First Assistant Teacher,*... ...	50	
,, Omeschunder Ghose, ...	*Second Teacher,*	30	
,, Kedernath Mookerjee, ...	*Third Teacher,*	25	
,, Gobindchunder Mitter, ...	*Fourth Teacher,*	20	
,, Omeschunder Banerjee, ...	*Fifth Teacher,*	15	
,, Judonath Surmah,... ...	*Pundit,*	20	11th June 1849.
Three Servants, ...	... ...	14	

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1851-1852.	
Separate Fund.	Assignment from Parliamentary Grant.	Schooling Fees.	Total.	Establishment and contingent Expenses as fixed by Government, dated September 1852.		Items.	Total.
Babus Joykissen and Rajkissen Mookerjee's Assignment of Talook to Government, valued Co.'s Rs. 1,200 per annum.	Grant from Education Funds by the Government of Bengal, dated Co.'s Rs. 1,200.	Realized during the year ending September 30th 1852, Co.'s Rs. 2,623.	Total amount of income for the year ending September 30th 1852, Co.'s Rs. 5,023.	Establishment per mensem Co.'s Rs. 349. Contingent charges not to exceed Co.'s Rs. 6. except by special sanction.	Establishment to 30th September 1852, ...	3,990 13 11	
					Contingencies to 30th September 1852, ...	148 5 0	
					Repairs of School-house, ...	515 2 6	
					New work for School-house,	339 10 0	
					Special Allowance for an extra Teacher for April, May and June 1852, ...	30 0 0	
							5,023 15 5

The following is the report submitted by the Local Committee:

"The following changes took place in the establishment of this school during the past accademic session. Babu Nobin Chunder Bose, the first assistant teacher, effected an exchange of situation with Baboo Peary Mohun Mookerjee, of the same standing in the Howrah School in December last. In September Coylaschunder Mookerjee, the second assistant, made over charge of the third class to Omeschunder Ghose. On the 26th June, Obhoychurn Banerjee, the third assistant, tendered his resignation, after an absence of eight months on sick leave, and Kedernath Mookerjee was appointed to succeed him. Gobindchunder Mitter was at the same time employed as fourth assistant teacher.

"Owing to the large number of boys in the fifth class, it was divided into two classes in April last, and designated respectively the fifth and sixth classes; an additional teacher, Omeschunder Banerjee was appointed to the last place under orders of the Council of Education.

"In consequence of such frequent change of officers during the session, there is reason to believe that the junior classes sustained some injury—the duty imposed on the head master of instructing the two sections of the first class, whose studies are quite distinct, also interfered in some degree with his supervision of the lower classes. The result of the examination, however, notwithstanding these drawbacks, was on the whole satisfactory.

"The attention of Government having been drawn to the circumstance that from the increase effected in the schooling fees, a surplus fund appeared in favor of this Institution after paying all expenses, the Council of Education were pleased, under instructions from Government, to sanction the following improvements in July last, *viz.*, the employment of a last teacher at 15 per month, ditto of a mallee at 4 per month; the purchase of English and Bengali works for the library at an outlay of rupees 300, and the disbursement of all surplus accumulating from month to month after the above is carried into effect in adding to the library; the proposals for raising the salary of the second master to rupees 80, in order to secure the services of an efficient and qualified person to that office, and of entertaining a librarian to take charge of the books, are under consideration.

"The school examination was held on the 8th October. The first section of the first class, consisting of 10 pupils, were candidates for junior scholarships. The second section was examined by Dr. Macrae. It consisted of 16 boys, of whom 14 were present. Their ages ranged from 15 to 17 years; their progress was unequal; the examiner remarking that the two first in the class are exceedingly quick, intelligent lads, who seem thoroughly conversant with what they have learnt; the five last were so infinitely behind these that he could award them no numbers. The names of those deserving of certificates of proficiency and book prizes appear in the margin.

Rasbehary Banerjee, 1st certificate.
Cantichunder Bhadry, 2nd certificate.
Bonomally Roy, 3rd certificate.
Dwarkenath Ghose, 4th certificate.

In Bengali.

Cantichunder Bhadry, 1st prize.
Rasbehary Banerjee, 2nd prize.

"The second class was examined by Dr. Roer. It contained 31 boys, of whom 2 were absent; their ages were from 12 to 17 years. In reading, explanation, geometry, algebra and arithmetic, they answered correctly; in history and geography also their attainments were very good as far as rote goes. The names of those recommended for prizes are shown in the margin.

Shamachurn Gangooly, 1st prize.
Khetterprosad Mookerjee, 2nd prize.
Nundlall Mookerjee, 3rd prize.
Omachurn Ghosal, 4th prize.

In Bengali.

Nundlall Mookerjee, 1st prize.
Petamber Chatterjee, 2nd prize.

"The third class was examined by Mr. Hand, the head master. It contained 40 pupils, of whom 2 were absent; average age, 12 years. They passed a creditable examination. Some of the lads at the lower end were deficient, and appeared to be very dull, but the majority were intelligent, and gave great satisfaction by their ready and correct replies. The pundit who examined the class in Bengali speaks highly of their attainments. The names of the prize students appear in the margin.

Collyprosono Gangooly, 1st prize.
Omritlall Banerjee, 2nd prize.
Bamachurn Gangooly, 3rd prize.
Jodonath Sein, 4th prize.

In Bengali.

Bamachurn Gangooly, 1st prize.
Nobinkissen Mookerjee, 2nd prize.

"The fourth class was examined by one of the native gentlemen present. It contained 39 boys, of whom 37 were present; their ages were from 10 to 13 years. The examiner reports that they acquitted themselves very satisfactorily in all the subjects, some few excepted in reading and explanation. For the names of the prize students, *vide* margin.

Nocoolchunder Gangooly, 1st prize.
Peary Mohun Banerjee, 2nd prize.
Ishenchunder Chatterjee, 3rd prize.
Bisheshur Mookerjee, 4th prize.
Umbicachurn Banerjee, 5th prize.

In Bengali.

Neemchand Banerjee, 1st prize.
Ishenchunder Chatterjee, 2nd prize.

"The fifth class, consisting of 39 boys, of whom 2 were absent on sick leave, was also examined by Mr. Hand. He remarks that their reading and explanation were very good, their attainments in arithmetic unequal, but most of the lads were very quick in working multiplication and division. For the names of those recommended for prizes, see margin.

Benodbehary Comar, 1st prize.
Mohendronath Mitter, 2nd prize.
Bycantnath Roy, 3rd prize.
Gogunchunder Chatterjee, 4th prize.

In Bengali.

Bycantnath Roy, 1st prize.
Taruknath Mookerjee, 2nd prize.

"The sixth class was examined by another native gentleman. It contained 32 boys, of whom 31 were present; average age, 10 years. The examiner reports that they gave every satisfaction in their reading and spelling, but were rather deficient in explanation. Their progress in arithmetic especially was very creditable. The boys whose names appear in the margin are entitled to prizes.

Umbicachurn Gangooly, 1st prize.
Taruknath Singh, 2nd prize.
Hurry Mohun Moitree, 3rd prize.
Mohendronath Gangooly, 4th prize.

In Bengali.

Umbicachurn Gangooly, 1st prize.
Hurry Mohun Moitree, 2nd prize.

"There have been no additions to the library during the past session. The school buildings and furniture are in excellent order."

Tenasserim Schools.

UNDER THE SUPERINTENDENCE OF THE COMMISSIONER OF THE TENASSERIM PROVINCES.

Moulmein School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
Lieutenant Colonel A. Bogle, ...	*Commissioner of Tenasserim Provinces.*
Lieutenant H. Hopkinson, ...	*Principal Assistant to the Commissioner T. P.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. G. H. Hough,...	*Head Master,*	300	Feb. 1837.
Mr. D. DeCastro, ...	*Assistant English Teacher,*... ...	50	25th July 1850.
Mr. B. Lachapelle, ...	*Second Assistant English Teacher,*	15	3rd March 1850.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 16th Dec. 1840.		Items.	Total.
				Head Master,...	3,600 0 0	
				English Assistant, ...	600 0 0	
				Vernacular Assistant, ...	180 0 0	
600	600	6,600	6,600	Establishment of Servants, ...	240 0 0	
				Contingencies, ...	44 0 0	
				Stationery, ...	34 0 0	
						4,698 0 0

The following report of this school has been drawn up by the Head Master:

"In a short time after the commencement of the present year, all the scholars who formed the first class of last year left the school, and engaged in various employments.

"The second class, therefore, of last year, has become the first of the present year, and a similar change has been made in the other classes.

"The first class has been engaged in English reading, the study of geography, and arithmetic. Of the former they have acquired a pretty good general knowledge. In the latter they have passed through the rules of the vulgar and decimal fractions, and interest. They have done little more than commit the Grammar to memory. They have also had frequent exercises in translating from one language into another, and in reading Burmese, and giving *vivâ voce* explanations in English. The progress of one of the scholars in this class is satisfactory. He is superior to the others in understanding, and applies himself to study with greater diligence; in connexion with the other engagements of the class, he is studying mensuration and trigonometry.

"The second class is employed in reading Chambers' Rudiments of Knowledge, and Hogarth's Geography. In arithmetic some have passed through the compound rules, others through the rules of proportion and simple interest. They have also made some progress in the general outlines of geography.

"The third class is also reading Chambers' Rudiments of Knowledge, and have begun to learn geography. With the exception of geography, this class is nearly on a par with the second.

"The fourth class is employed in reading Chamber's Simple Lessons, writing, and the simple rules of arithmetic.

"The fifth and inferior classes are in various grades of reading and writing.

"The number of scholars now borne on the roll is 177, and there is no question that the school is held in high estimation by the natives particularly, and by the public generally."

Arracan Schools.

UNDER THE SUPERINTENDENCE OF CAPTAIN S. R. TICKELL, PRINCIPAL ASSISTANT TO THE COMMISSIONER AT AKYAB.

Akyab School.

SEVENTH YEAR.

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. G. H. Savigny, ...	*Head Master*, ...	150	22nd June 1852.
Jacob, ...	*Assistant Teacher*, ...	30	27th Dec. 1849.
Moung Shwai Jine, ...	*Vernacular Teacher*, ...	15	17th Oct. 1851.
Servants, ...	... ...	18	
	Total, Co.'s Rs., ...	213	

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.		Items.	Total.
			3,336	Officiating Head Master, ...	458 14 9	
				Head Master, ...	280 10 3	
				Assistant Teacher, ...	360 0 0	
				Vernacular Teacher, ...	180 0 0	
				Servants, ...	92 0 0	
				Contingencies and Stationery, ...	45 0 0	
						1,416 9 0

The following report has been submitted by Capt. Phayre:

Changes during the Session.

"The changes during the session have been as follows: The late head master, Mr. A. Savigny, died at Akyab on the 18th February 1852. His loss will be long severely felt. On the 19th December 1851, Government were pleased to appoint an additional master with a view to Mr. A. Savigny devoting his time to the first class boys who were to try for scholarships.

That gentleman's decease however, frustrated the object in view. Mr. G. H. Savigny was appointed head master in June last. The number of pupils on the rolls at the close of the session was, as in past times, 100. The attendance of the scholars has not been quite so good as in former years. This is to be attributed to the greater prevalence of sickness in the town during the past year. A new Vernacular teacher, Moung Shwai Jine, has been appointed since the last session in the room of Mai-Khoung resigned. In the Vernacular department the study of those books which have been published in the Burmese language, under the patronage of Government, has been introduced. This is a great improvement.

"There are no suggestions regarding studies.

Result of Examination. "The examination of the several classes was held at the school room on the 5th of October 1852. The result is as follows:

English Department. *First Class, five boys, average age* 16 *years.*—"This class was examined by the Principal Assistant, Captain S. R. Tickell, who reports as follows: 'This class seems to have fallen off somewhat since last year. Twyn-oung and Matthew are sharp and clever, the first has the best memory for history and is quickest in arithmetic and mathematics. The second is the best English scholar. Mraparhee is a good steady lad, but slower in intellect than the two preceding. The other two I think ought to be sent back to the second class to get better grounded. The above five boys answered the elementary questions in geometry and solved some problems in geometry (Playfair's edition,) first book prior to the 26th proposition, very satisfactorily. They worked sums in algebra up to simple fractions, and seemed well grounded in it. In history they read Keightley's England, and answered questions referring to the times prior to Henry III. Their reading and explanations in poetry and prose from the Poetical Reader No. III., and prose 'Moral Tales' were very satisfactory, and they answered some elementary questions in Stewart's geography with tolerable correctness. They were examined in Wollaston's grammar up to the twenty-sixth page and appear to be well grounded in it, and in arithmetic worked a large sum in compound addition with quickness and correctness:—'Twyn-oung is recommended for a prize.'

Second Class, seven boys, average age 13 *years.*—"This class was examined by Capt. Nuthall, who remarks as follows: 'This class has not attained the same degree of proficiency as it exhibited at the last examination. The reading and explanations were very fair, but the knowledge of arithmetic very indifferent, and I think that most of the boys have been too soon brought up from the lower class.' Shwai-oung is recommended for a prize.

Third Class, ten boys, average age 12½ *years.*—"This class was examined by J. W. Mountjoy, Esq., who remarks thus: 'I had the honor of examining the third class in the Akyab Government School, and as far as the reading, spelling and writing were concerned, the duty was one of satisfaction and tolerable pleasure; but in arithmetic all the scholars of this class, except Ralph D'Silva and Mathatwyne figured but poorly in their figures.' Kyan-tha is recommended for a prize.

Fourth Class, nine boys, average age 12 *years.*—"This class was examined by Mr. G. H. Savigny, who reports thus: 'I examined the

boys of the fourth class in No. I. Reading, No. I. Spelling and Arithmetic, in which on the whole they acquitted themseleves satisfactorily. The first boy, Chandooung, read more correctly and distinctly than the rest: the fourth boy, Pau-oo, outstripped him in Spelling and Arithmetic, in which the class was examined as far as multiplication.' Chandooung is recommended for a prize.

Fifth Class, thirty boys, average age 11 *years.*—"The most advanced of these boys were examined by Mr. G. H. Savigny, whose report upon them is generally favorable. I examined them in the Vernacular. Their explanations from English into their own language did not evince any clear and correct understanding of what they read. Khee-jah is recommended for a prize.

Vernacular Department.

First Class, eight boys, average age 15 *years.*—"This class was examined by Captain Phayre, assisted by two learned natives, namely Moung Kula and Moung Ngyana. The following remarks were recorded at the time:—'The reading lessons of the class were from the Dhama Pada and Pootshapagienaga, being an edition of a Burmese Bhudhist work lately published by Captain Latter under the patronage of Government. The class showed that they had carefully read those works. The majority could narrate and explain what they had read. The ancient history used consists of an epitome of the history of the principal nations of antiquity, written in Burmese by the Reverend E. Stevens of Maulmain. The class was examined in the ancient history of Persia from the reign of Cyrus to that of Darius 1st. They had a tolerable knowledge of the leading events of those reigns. In arithmetic they were not very proficient. A sum in compound reduction was worked correctly by only one boy, and five failed at it altogether. There has not been the slightest improvement in this respect since last year.' In this class Thwainchine is recommended for a prize.

Second Class, seven boys, average age 14 *years.*—"This class was also examined by the above mentioned persons, who report as follows: 'This class was in reading tolerably proficient. The Wengthoonha is a little work containing questions and answers in astronomy, history, and geography. In this the class was generally well up. In arithmetic they were very backward. Three boys had a sum in reduction of fractions, and not one could perform it correctly; of the three others only one could perform correctly a sum in simple division. Thatwynoung is recommended for a prize. Also Kyamphyoo, who, though not so successful as the rest in other branches of study, was the only boy who succeeded in arithmetic.'

Third Class, eight boys, average age 13½ *years.*—"This class was also examined as above. The following remarks were recorded by the examiners:—'This class is in reading satisfactory; in arithmetic it is comparatively more forward than the second class. Two sums in simple multiplication were done correctly by three boys. Two boys did one small sum correctly, and one wrongly. Two failed altogether.' Mraoo is recommended for a prize.

Fourth Class, First Section, seven boys, average age 12 *years.*—"The studies of this class are merely elementary. The examiners remark as follows: 'The first section of this class is learning the combinations of letters and simple addition. Their progress is generally satisfactory.' Panthinwey is recommended for a prize.

Fourth Class, Second Section, nine boys, average age 13 *years.*—"These boys are learning the Burmese letters and combinations. In arithmetic simple addition.

General Remarks.

"The result of the examination is perhaps not generally so favourable as that of last year. Still the first class in the English department has advanced to higher branches of study than formerly, and acquitted themselves creditably therein. In the Vernacular department there has been a very great improvement; the books now used, conveying elementary knowledge in geography, astronomy, land measuring and ancient history; at the same time Burmese classic works are used for reading lessons, but in arithmetic, I am sorry to say, the boys of the Vernacular department show no improvement whatever, and strict attention will be directed to this point.

State of the Library.

"The state of the books in the library is as good as it can be in a climate so damp as that of Arracan. The return of the head master shows that there are 58 works in 412 volumes in the library.

State of School Buildings.

"The new school building sanctioned has not been commenced yet, but will be constructed during the coming dry season."

Ramree School.

FOURTEENTH YEAR.

Under the Superintendence of

CAPTAIN T. P. SPARKS, ... { *Principal Assistant to the Commissioner at Ramree.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. F. DaCosta, ...	*Head Master*, ...	150	21st July 1847.
Chera Moungla, ...	*First Vernacular Teacher*, ...	30	25th July 1842.
,, Thatweng	*Second Vernacular Teacher*, ...	15	25th July 1842.
,, Shweoweng, ...	*English Monitor*, ...	10	9th June 1849.

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant.	Establishment and Expenses as fixed by Government.		Items.	Total.
					Head Master, ...	1,800 0 0	
					Vernacular Master, ...	540 0 0	
					Monitor, ...	120 0 0	
0	6,000	6,000	1,512	3,132	Establishment, ...	216 0 0	
					Contingencies, ...	120 0 0	
					Book Allowance, ...	108 1 0	
					Prizes, ...	96 0 0	
							3,000 1 0

The following is the report submitted by Captain Sparks:

"No changes have taken place during this session. I have been obliged to limit the number of scholars to 150, which number has been complete throughout the year, and applicants on the list for the first vacancies.

"I have no suggestions to make respecting the studies or internal economy of the school.

"Five prizes of 5 rupees each by myself for regular attendance and good conduct in the two departments, English and Vernacular.

"The examination was held on the 24th and 25th September, in consequence of the school being closed after the latter date for a week on account of an Arracanese festival. The English department was examined by myself, the Vernacular by Kadee Myothoogyee and Moung Toon Sheristadar.

English Department. "No first class.

Second Class.—"Two boys, average age 16½ years.

"Progress small. The head boy Hatim much retrograded in arithmetic, the other boy's answer not satisfactory in history, geography or arithmetic. English reading and translation of the Prose Reader No. IV. and Poetical Reader No. I. of both very good, especially Hatim. Both read the Vernacular 'Thoodhamma Tsari' well and translated a tolerably long passage into English—Hatim with much ease and grammatical correctness. Shooay Weng less so, but sufficiently to give an intelligible explanation of the sense of the original. English dictation of both very fair. I recommend Hatim for a prize.

Third Class.—"Four boys, average age 13 years.

"Progress in reading fair, in other branches small, all very bad in arithmetic. English reading and translation, grammar, geography and Vernacular; good. English dictation remarkably creditable. I recommend Ikram Ali and Toon Yea for prizes.

Fourth Class, Section A.—"Twelve boys, average age 11 years.

"General progress satisfactory. I reported very favorably upon this class at the last examination, and I am pleased to find that it continues to deserve commendation. The boys evinced much intelligence generally, and their English dictation would not have been at all amiss in a class of English boys of their age. I recommend Shooay Mo and Nakay for prizes.

Fourth Class, Section B.—"Ten boys, average age 10 years.

"This class like the former continues to justify the favorable opinion I expressed of it at the last examination. Their English reading was clear and distinct and their translation of the passages read, into the Vernacular, extremely good. Their English dictation quite surprized me. The passage I read out to them from Reader No. I. was far in advance of where they had reached, and they could never have seen it before. When copied, it filled one side of an ordinary slate. This, four wrote out without a single letter wrong, two others with only one mistake, one with two, two with three, and the worst with only four. This I consider an excellent performance for young boys who have only been from 2½ to 4 years learning English. I recommend Kujanlah and Rai Pau Thoo for prizes.

Fourth Class, Section C.—"Fifteen boys, average age 9 years.

Fourth Class, Section D.—"Thirty-two boys, average age 8½ years.

"These two sections are in different parts of the spelling book. I heard them all read a few words or letters. Every word they can spell in English, they can give the meaning of in the Vernacular. Their pronunciation was very fair, and considering the extreme difficulty the Burmese and Arracanese find in giving utterance to many sounds in our language to which they have no approximation even in their own,

I am satisfied that much care and attention must have been paid to this point by Shooay Weng, the English monitor, under whose immediate charge they are.

"I have given prizes of 5 rupees each to Sheng Phyoo and Tsan Oung of the fourth class for regular attendance and good conduct, neither of them have missed a single day during the whole session.

Vernacular Department.

First Class.—"Fourteen boys, average age 16 years.

"The examiners report that they found this class considerably advanced and generally improved since last year. They all acquitted themselves creditably except the last boy, Than Khong Daing, who was much below the standard of the others. Shooay Bau Oo and Khyeet Pau Oo are recommended for prizes.

Second Class.—"Thirteen boys, average age 13 years.

"I had to call the attention of the Vernacular teacher to the backward state of this class in arithmetic at the last examination. I am happy to state that he has exerted himself with diligence and success to rectify this deficiency. With the exception of Myah Pong, who failed completely, the class worked out the sums set them by the examiners very satisfactorily. In the other branches of their studies they are equally good. Tsan Bau Oo and Oung Bau, are recommended for prizes.

Third Class.—"Fifteen boys, average age 11½ years.

"This class passed with credit also. Moung Illa and Shooay Poo, are recommended for prizes.

Fourth Class, Section A.—"Seventeen boys, average age 10 years.

"Reported favorably upon by the examiners, and the progress they have made considering the time they have been in school, is satisfactory. Nga Phyoo Tway and Nga Long Way are recommended for prizes.

Fourth Class, Section B.—"Sixteen boys, average age 8½ years. All beginners, promise well.

"I have given a prize of 5 rupees each to Nga Toung and Tha Phyoo of the first class, and Moung Hmoony of the fourth class for regular attendance and good conduct. They have not been absent one day during the year.

"After thus going through each class in detail, I would in conclusion remark, that although neither of the two senior classes in the English department have pleased me, I have been so much gratified with the remainder, that I can only ascribe their retrogression to the carelessness of the boys themselves, (combined with certain unfavorable circumstances detailed in the head master's report) and not to any remissness on the part of their teacher. I believe Mr. DaCosta has done his best to advance his pupils and has devoted to each class as much time as he could spare to it, with reference to the large number of boys, amongst whom he is obliged to divide his attention.

"The Vernacular department is very greatly improved since last year, and both the teachers Moung Kala and Tha Tway, deserve much credit for the pains they have evidently taken with it.

"The books in the library are in good condition.

"The school-room is in good repair."

Assam Schools.

UNDER THE SUPERINTENDENCE OF THE COMMISSIONER OF ASSAM.

The following report on the schools in this province for 1851-52, has been submitted by Mr. W. Robinson, Inspector of Government Schools, through Lieutenant-Colonel F. Jenkins:

"It is now I believe becoming more and more apparent to the whole native community that our schools are destined in time to exert a most beneficial influence upon all the great interests of society. But this is a result, we may be told, that ought to have been evident at a much earlier stage of our operations. Let it be remembered, however, that at best our efforts have been but feeble, owing chiefly to the great inadequacy of the funds assigned for the purposes of education in Assam. There were also peculiar difficulties to contend with;—the desire for instruction, based on no correct idea of its value, was always unstable and inconstant;—indigenous schools were and still are unknown;—and it was hard to find one in a hundred of the adult population capable of reading. The initiatory had, in fact, to be undertaken, and in view of these considerations, I believe it to be a fit matter of gratulation that at length the prospect is beginning to brighten. Our danger now lies, not in the difficulties that still remain to be encountered, but from a feeling of complacency in what has been done, and more especially from an inadequate effort to extend our advantages. Only a small part of the capabilities of our system of education has yet been brought out, while the hindrances and embarrassments which clog its operations, are still numerous. To point out the one, no less than the other, and to exhibit them frequently in contrast is, I presume, as conducive to the public good, as it is appropriate to the duties of my office.

"From the report herewith submitted, it will appear, there are at present 74 schools in operation. The pupils under instruction amount in the aggregate to 4,025, with an average daily attendance of 3,176.

"It is on the average of the actual number reported 'present' from month to month that this last number is formed, that being the true criterion of the attendance at each school. At the same time it is worthy of remark, that the absence which causes this numerical diminution of those under tuition, is not so confined to *one identical fifth* of the scholars, as that they are regularly absent, whilst the others regularly attend without losing a day. Every one acquainted with the native mode of working, knows that the most diligent and steady among them still have their seasons of absence from labor, which even the love of gain cannot make them wholly forego. If, therefore, upwards of 3,000 be found constantly attending school, we may with safety suppose that there are between eight and nine hundred who occasionally attend, and thus avail themselves of the instruction imparted, in at least an inferior degree.

"The obstacles to a regular and constant attendance indeed are at all times numerous. In addition to the more general festivals common to the whole country, every marriage and funeral feast, those drains to the substance of the poor and the industrious, is sure to detain from

school not only all the connexions of the family, but all who can either get a meal on these, to them sacred, occasions, or gratify their love of sight-seeing. The parents of the children, too, are in most cases engaged in agricultural occupations, from which they can seldom afford to dispense with the services of their children, and at seed-time and harvest, they are indispensible.

"There is little I could suggest that would have the tendency of removing this evil. The waste of time resulting from it, must therefore be left to find its own cure in the more enlarged ideas unobtrusively communicated by the present plan of instruction.

"In addition to the obstacles I have stated, the rainy season presents those of a natural kind, which are not easily surmounted. A school, which includes the youth of four or five villages, is in many places rendered inaccessible during a great part of the rains, except in small canoes; and I have in several instances seen half a dozen young boys seated in a row in a little canoe, using their hands for paddles, and on reaching the school-room fasten their boat to the door-post of the house. These circumstances injure the attendance in a very considerable degree. This difficulty has also in no small measure been augmented by the late mortality arising from the prevalence of fevers, and the ravages of the small-pox and cholera, affecting the villages scarcely less than the great towns, and in some instances it fell heavily on the poor children. In view of all these obstacles, the attendance at our schools, will, I trust, be considered satisfactory, and as indicative of the degree in which these institutions are appreciated by the people for whose benefit they have been established.

"So favorable a reception having been given to these schools, I beg to submit that the work of *superintendence* becomes an object deserving of peculiar attention. I am aware that the very limited means placed at the disposal of the Education Council will not admit of any improvement under this head, at the present time, yet I should consider myself wanting in my duty, did I neglect a passing reference to the subject.

"It will be readily admitted that the efficiency of our system of education depends mainly on the active superintendence bestowed upon it. At present this duty falls exclusively upon myself, the duty of superintending seventy-four schools, scattered over an extent of country covering an area of more than 30,000 square miles. The bare mention of this fact is sufficient to show that the superintendence is but nominal, and for any purposes of good utterly inefficient. Superintendence is necessary, not merely to check the truth of the reports made by the teachers of the *number* of pupils under instruction, though this itself is an important point for which no means have yet been attempted, it is more especially necessary, to secure the *progress* of the pupils, and to act as a check on the idleness of native masters. At present they draw their support from a source which renders them independent of the parents of the children whom they instruct, and they are left to be animated to the faithful discharge of their duty, merely by their consciences or their own high sense of honor. But these, unhappily, are terms, not indeed exploded among the natives of Assam, but never yet known among them in the genuine English sense, and hence the labor of conducting with efficiency any extensive means of mental and moral improvement by their help alone, is increased to a degree not easily realized by one who has not been actually engaged in the attempt.

"Here I must not omit to record the introduction during the present year of at least one important measure for stimulating the progress of the pupils in our schools. I refer to the system of awarding certificates of merit to such pupils as are capable of passing a certain prescribed examination. The plan was adopted on the recommendation of Captain Reynolds, the principal assistant to the commissioner at Tezpur, who offered to confer all the appointments in his gift to holders of certificates only, thus adding considerably to the value of the proposed rewards. The first examination was accordingly held at Tezpur in January last, and I am happy to be able to add, with most satisfactory results. Similar examinations have been subsequently held at other stations, and as I proceed on my tours through the province, will, I hope, continue to be held periodically, with increasing benefit to the cause of education in the province.

"The following is the system of the examination adopted:

"Sets of questions in the various branches of study, prepared by myself, are given to the competitors assembled on the occasion, who are required to give in their answers in writing, without reference to books, papers, or any extraneous assistance whatever, and to ensure this a committee of examiners is formed, to whom is entrusted the superintendence of the examination. A uniform standard of value is attached to each question according to its importance, and the full number of marks assigned to the answers that prove to be perfectly correct and complete; while an imperfect answer obtains only a part of the full number in proportion to its approximation to correctness. Two-thirds of the aggregate number of marks attached to an entire set of examination questions are considered necessary to entitle a competitor to the award of a certificate.

"The love of display which a public examination of this nature will tend to gratify, and the honorable ambition it inspires, by a formal registry of the names, designations, places of residence, &c., of successful competitors are not the only benefits likely to be obtained from the adoption of this system. That it will materially aid in improving the institutions brought under its influence, by stimulating both scholars and masters to zeal and industry, is a result I look forward to, with confidence. A good Vernacular education, in the present circumstances of the province, should be, for the native aspirant, the grand road to distinction; and if its attainment opens to him the prospect of office, wealth and influence, it cannot fail to be appreciated and the schools to be considered as the greatest blessings to the country.

"The standard hitherto adopted for these examinations, has been confined to the highest class of text books in use in the schools, and these, I need scarcely repeat, are at present of the most elementary description. If, therefore the system so auspiciously commenced, is to be vigorously carried out,—if indeed the schools are actually to be, the instruments for dispelling popular ignorance and ameliorating the condition of the people,—the demand for a more advanced *series of class books*, should be immediately supplied. At no former period has this want been more greatly felt than at present, and till some measures are adopted for supplying the deficiency, our operations will continue to be most seriously impeded, and the most energetic efforts for the improvement of the schools be attended with no advantage.

"In again adverting to this subject, I fear I expose myself to the imputation of pertinacity; my only plea of justification however lies in

the importance of the subject in connexion with the future well-being of the educational establishments in the province.

"Permit me, before closing these remarks, to advert once more to the importance of encouraging the general establishment of indigenous or *self-supporting schools*, throughout the country.

"The feeling is already far too prevalent in the native community, that the duty of educating the rising generation belongs exclusively to the Government, and that on their part the people have no exertions whatever to make. In consequence of the inadequacy of the means available for educational purposes in Assam, our schools are doing but little towards the great end of national improvement, and I beg to submit whether the advantages would not be much greater by enlisting the people themselves in the race of improvement; half the number of our schools might then be advantageously closed, while the funds now allowed for their maintenance might be appropriated in rendering the other half more efficient, by supplying them with better qualified teachers, and furnishing them with all the apparatus requisite to render them fit for imparting a higher standard of instruction than that otherwise procurable in the province.

"Under the present system, the incapacity and negligence of both teachers and scholars, cause a great waste of time, of labour and of money; and even the successful student is successful with a much greater consumption of these means than is indispensable. The economy of the plan I have suggested is, that, in respect of time, of labour and of money, it throws all the expense of the preliminaries of education, and of all inefficient study and instruction, upon parents, teachers and scholars, while it bestows the resources of Government only in reward of efficient study for the production of the actual and perfect result of successful instruction, and for such apparatus as is necessary to prove that this result has been obtained. A very little encouragement properly directed is all that is necessary to induce the people to set up their own schools in every part of the country. And if situations under Government be open for competition to the best scholars, means will be forthcoming for the purchase of the books requisite in the preparatory studies. Under the operation of this system the Government schools would contain the very *elite* of the little village flocks, and those flocks themselves would be composed of scores of scholars in various degrees instructed in the same useful knowledge, all hoping one day to distinguish themselves, and all stimulated by the impulse which the Government will have given to the cause of public instruction. Books and public examinations will then become the prime agents, both giving and prolonging the impulse. And the establishment of native superintendents, so requisite for the effectual carrying out of the present system, will be unnecessary, as the plan proposed will contain within itself a self-acting principle, which will require merely to be directed and controlled.

"I proceed now to submit a brief statement of the attendance and studies of the classes in each school, during the period under report.

Zillah Kamrup.

GOWHATI SCHOOL.

English Department.

Teacher—"Babu Kalidass Bose, number of scholars 37, daily attendance 33, average age 11.

"The first class, of the previous year has been entirely dissolved by the withdrawals of the pupils, most of whom have obtained employment either under Government, or with private individuals.

CASTES.	
Christian, ...	1
Mahomedans,....	4
Brahmins, ...	9
Kaisth, ...	21
Nodiyal, ...	1
Ahom, ...	1
Total,....	37

"The second class numbers 6 scholars. Their studies have been:—

Marshman's History of Bengal, to page		221.
The Prose Reader No. V.,	,,	46.
Poetical Reader No. I,	,,	15.
Lennie's Grammar,	,,	87.

Clift's Geography, and in arithmetic as far as vulgar fractions.

The third Class, 10 *boys*—"Have read the Prose Reader No. II., to page 16, the English grammar, to page 31, Clift's geography, to page 6, and arithmetic, as far as division.

The Fourth Class, Frrst Division, 3 *boys*—"Have read the Prose Reader No. I., to page 14, Arithmetic as far as multiplication.

Second Division, 19 *boys*—"Are at the primer and spelling-book.

"Their teacher, Babu Kalidass Bose, has been throughout the year very attentive to his duties, but he has been disappointed in not finding his present pupils such apt learners as those he left at Sibsagor, and he regrets exceedingly the loss of the whole of his first class, who, he had hoped, would have done him credit at the ensuing public examination.

Vernacular Department.

Teachers.—"Gopinath Niaylongkar, senior Pundit, Boshudhor Shorma, second Pundit, Dialchand Mookerjee, third Pundit; number of scholars 168, daily attendance 110, average age 13.

First Class, 12 *boys*—"Have read Dr. Yates' class book, Pearce's geography and Bhagobochondro's grammar through, Chanokyo's Couplets, Nagri Reader No. II., mensuration and arithmetic.

CASTES.	
Mahomedans,....	99
Brahmins, ...	15
Kaisth, ...	20
Kulita, ...	9
Nodiyal, ...	8
Kachari, ...	12
Ahom, ...	5
Total,....	168

Second Class, 6 *boys*—"Have read the Gyanodoi through, and began the Sar-songrohoe, Bengali Grammar, to page 30, Pearce's Geography through, Chanokyo's Couplets, Nagri Reader No. I., mensuration and arithmetic through, letter-writing and exercises from dictation.

Third Class, 11 *boys*—"Have read through Vishnu Sharma's Hitopodesh, and 28 pages of the Gyan Chundrika, mensuration to problem VII., arithmetic to the rule of three, letter-writing and exercises from dictation.

Fourth Class, 15 *boys*—"Have read through Solomon's Proverbs and 40 pages of the History of Greece, Obidhan No. III, arithmetic as far as the rule of three, letter-writing and exercises from dictation.

Fifth Class, 14 *boys*—"Have read through the Bengali Instructor and 22 pages of the History of Joseph, Obidhan No. II., arithmetic to compound multiplication, exercises in writing and spelling.

Sixth Class, 20 *boys*—"Have read the Gyanodoi and 18 pages of the Bengali Instructor, arithmetic as far as division, exercises in writing and spelling.

Seventh Class, 36 *boys*—"Have read the Gyanodoi to page 26, arithmetic as far as subtraction, exercises in writing and spelling.

Eighth Class, 30 *boys*—"Have read the lessons at the end of the Primer, arithmetic, simple addition, writing and spelling.

Ninth Class, 24 *boys*—"At the alphabet and the arithmetical tables."

BURPETA.

Teacher—"Jugernath Shorma; number of scholars 96, daily attendance 88, average age 14.

First Class, 8 *boys*—"Have read through the Hitopodesh, Bengali grammar, to page 35, arithmetic and mensuration throughout, letter-writing and exercises from dictation.

CASTES.	
Brahmin, ...	1
Kaisth, ...	3
Kulita, ...	57
Koiborto.	15
Sau, ...	5
Mukhi, ...	1
Napit, ...	1
Dhoba, ...	1
Koch, ...	12
Total,....	96

Second Class, 14 *boys*—"Have read the Hitopodesh to page 36, Obidhan No. III., arithmetic to the rule of three, mensuration, letter-writing and exercises from dictation.

Third Class, 15 *boys*—"Have read through the History of Joseph, Obidhan No. II., arithmetic to compound division, letter-writing and exercises from dictation.

Fourth Class, 17 *boys*—"Have read the Bengali Instructor to page 26, Obidhan No. I., arithmetic as far as long division, writing and spelling.

Fifth Class, 19 *boys*.—"Have read the Gyanodoi through, arithmetic as far as multiplication, writing and spelling.

Sixth Class, 23 *boys*.—"At the primer and the arithmetical tables, in various stages of progress."

SORUKHETRI.

Teacher—"Noropoti Bhagoboti, number of scholars 105, daily attendance 91, average age 13.

First Class, 14 *boys*—"Have read through the Hitopodesh, Bengali grammar to page 50, arithmetic and mensuration through, letter-writing and exercises from dictation.

CASTES.	
Brahmin, ...	3
Kulita, ...	72
Koiborto, ...	15
Koch, ...	6
Hari, ...	2
Mahomedan, ...	7
Total,..	105

Second Class, 18 *boys*—"Have read the Hitopodesh to page 40, Obidhan No. III., arithmetic and mensuration through, letter-writing and exercises from dictation.

Third Class, 17 *boys*—"Have read the History of Joseph through, Obidhan No. II., arithmetic to compound division, exercises from dictation and in letter-writing.

Fourth Class, 25 *boys*—"Have gone through the Gyanodoi and the first 10 pages of the Bengali Instructor, arithmetic as far as multiplication, writing from dictation and spelling.

Fifth Class, 31 *boys*—"At the primer and at the arithmetical tables, writing and spelling."

NÁM-BOR-BHÁG.

Teacher—"Dhoniram Deka, number of scholars 98, daily attendance 89, average age 12.

First Class, 9 *boys*—"Have read the Hitopodesh to page 31, Obidhan No. II., Chanikyo's Couplets, arithmetic to the rule of proportion, mensuration to Problem VIII., letter-writing and exercises from dictation.

CASTES.	
Brahmin, .. .	12
Kulita, ...	55
Koch, ...	21
Koiborto, ...	10
Total,..	98

Second Class, 13 *boys*—"Have read through the History of Joseph, Obidhan No. I., arithmetic compound division, letter-writing and exercises from dictation.

Third Class, 13 *boys*—"Have read the Bengali instructor and commenced the History of Joseph, arithmetic as far as compound division, writing and exercises from dictation.

Fourth Class, 14 *boys*—"Have read to page 28 of the Bengali instructor, arithmetic as far as long division, writing and spelling.

Fifth Class, 19 *boys*—"Have read through the Gyanodoi, arithmetic to subtraction, writing and spelling.

Sixth Class, 30 *boys*—"Primer and arithmetical tables, in various stages of progress."

DHOROMPUR.*

Teacher—"Krishna Sunder Dutt, number of scholars 36, daily attendance 30, average age 12.

First Class, 5 *boys*—"Have read 52 pages of Vishnu Shorma's Hitopodesh, Chanikyo's Couplets, Obidhan No. II., arithmetic as far as compound division; the first 8 pages of the book on mensuration, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	1
Brahmin, ...	18
Kaisth, ...	1
Boishyo, ...	1
Kulita, .. .	15
Total,..	36

Second Class, 12 *boys*—"Have read through the History of Joseph, Obidhan No. I, arithmetic as far as compound addition, letter-writing and exercises from dictation.

Third Class, 19 *boys*—"Have read the Gyanodoi, arithmetic as far as multiplication, writing and spelling."

POKOAII.

Teacher—"Sib Chunder Chatterjee, number of scholars 65, daily attendance 48, average age 12.

* The school in this pergunnah, has, during the year, been removed from Nodola, to the village of Beleshwur, and this will account for the reduction in the present number of scholars.

First Class, 4 *boys*—"Have read through the Hitopodesh, Obidhan No. II., arithmetic to the rule of three, mensuration to page 13, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	2
Brahmin, ...	19
Kaisth, ...	11
Kulita, ...	17
Napit, ...	1
Sunri, ...	2
Hari, ...	4
Keyot, ...	6
Kumar, ...	1
Ahom, ...	2
Total,..	65

Second Class, 8 *boys*.—"Have read through the Bengali Instructor, Obidhan No. I, arithmetic as far as compound multiplication, letter-writing and exercises from dictation.

Third Class, 19 *boys*—"Have read through the Gyanodoi, arithmetic as far as simple multiplication, writing and spelling.

Fourth Class, 34 *boys*—"Eight of these are at the alphabet, and the rest read the lessons at the end of the primer."

BÁNS-JÁNI.

Teacher—"Bhogram Deka, number of scholars 38, daily attendance, 34, average age 12.

First Class, 6 *boys*—"Have read the History of Joseph through, Obidhan No. I., arithmetic to the rule of three, mensuration 5 pages, letter-writing and exercises from dictation.

CASTES.	
Brahmin, ...	15
Kulita, ...	10
Boisyo, ...	10
Dhoba, ...	1
Mahomedan, ...	2
Total,..	38

Second Class, 15 *boys*—"Have read the Gyanodoi through, and 15 pages of the Bengali Instructor, arithmetic as far as division, exercises in writing and spelling.

Third Class, 17 *boys*—"At the primer and the arithmetic tables."

KHATA.

Teacher—"Surjyo-dutt Shorma, number of scholars 84, daily attendance 70, average age 10.

CASTES.	
Brahmin, ...	1
Kaisth, ...	1
Boishyo, ...	1
Kulita, ...	42
Tulei, ...	12
Mali, ...	2
Sunri, ...	2
Kooh, ...	21
Koiborto, ...	2
Total,..	84

First Class, 10 *boys*—"Have read the Hitopodesh through, Chanikyo's Couplets, Obidhan No. III., arithmetic and mensuration through, letter-writing and exercises from dictation.

Second Class, 16 *boys*—"Have read the History of Joseph to page 38, Obidhan No. II., arithmetic as far as compound division, letter-writing and exercises from dictation.

Third Class, 22 *boys*—"Read the Gyanodoi, arithmetic as far as multiplication, writing and spelling.

Fourth Class, 36 *boys*—"At the primer in various stages of progress."

DHUMDHUMÁ.

Teacher—"Sheik Rohimbux, number of scholars 30, daily attendance 24, average age 10.

CASTES.	
Muhomedan, ...	11
Kulita, ...	6
Koch, ...	3
Kuchari, ...	10
Total,..	30

First Class, 8 *boys*—"Have read the Hitopodesh to page 42, Obidhan No. I., Chanikyo's Couplets, arithmetic as far as the rule of three, mensuration, the first four problems, letter-writing and exercises from dictation.

Second Class, 9 *boys*—"Have read through the Gyanodoi, and 20 pages of the Bengali Instructor, arithmetic to simple multiplication, writing and spelling.

Third Class, 13 *boys*—"At the primer and the arithmetical tables."

UPOR BOR-BHÁG.

Teacher—"Chondro-dutt Shorma, number of scholars 64, daily attendance 52, average age 12.

CASTES.	
Brahmin, ...	7
Kulita, ...	47
Hari, ...	10
Total,..	64

First Class, 7 *boys*—"Have read the Bengali instructor, Obidhan No. I., arithmetic as far as division, letter-writing.

Second Class, 20 *boys*—"Have read the Gyanodoi, arithmetic as far as multiplication, writing and spelling.

Third Class, 37 *boys*—"Most of them newcomers, at the primer and the arithmetical tables."

BORI-GÓG.

Teacher—"Damodhor Deb Shorma, number of scholars 78, daily attendance 63, average age 12.

CASTES.	
Brahmin, ...	43
Kulita, ...	31
Nodiyal, ...	1
Koch, ...	3
Total,....	78

First Class, 16 *boys*.—"Read the Bengali instructor, Obidhan No. I., arithmetic, through the book, mensuration as far as problem V., letter writing and exercises from dictation.

Second Class, 20 *boys*—"Read the Gyanodoi, arithmetic as far as long division, writing and spelling.

Third Class, 18 *boys*.—"Have read the Gyanodoi to page 16, arithmetic as far as subtraction, writing and spelling.

Fourth Class, 24 *boys*—"At the primer, arithmetic as far as addition, writing and spelling."

PURUB-PÁR.

Teacher—Krishnochoron Dass, number of scholars 62, daily attendance 57, average age 13.

First Class, 6 *boys*—"Have read the the Hitopodesh through, Obidhan No. III., arithmetic and meusuration, Chanikyo's Couplets, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	4
Brahmin, ..	6
Kulita, ...	43
Hari, ...	6
Dhoba, ...	3
Total,....	62

Second Class, 18 *boys*—"Have read the History of Joseph through, Obidhan, arithmetic, mensuration to problem VII., letter-writing.

Third Class, 15 *boys*—"Read the Gyanodoi, arithmetic to compound multiplication, writing and spelling.

Fourth Class, 23 *boys*—"Of whom 12 read the lessons at the end of the primer, the rest are at the alphabet."

PATI-DURRUNG.

Teacher—"Nornath Chowdri, number of scholars 42, daily attendance 39, average age 11.

CASTES.	
Brahmin, ...	6
Kulita, ...	12
Hari, ...	4
Koch, ...	10
Kachari, ...	10
Total,....	42

First Class, 12 *boys*—"Read the Bengali instructor, Obidhan No. I., arithmetic to long division, letter-writing and exercises from dictation.

Second Class, 12 *boys*—"Read the Gyanodoi, arithmetic to multiplication, writing and spelling.

Third Class, 18 *boys*—"At the primer and the arithmetical tables."

BEJERA.

Teacher—"Brihodutt Roy, number of scholars 40, daily attendance 28, average age 10.

CASTES.	
Mahomedan, ...	1
Kulita, ...	31
Hari, ...	4
Kumar, ...	1
Koch, ...	3
Total, ...	40

First Class, 6 *boys*—"Have read the History of Joseph to page 29, arithmetic to compound division, mensuration, the area of square figures, letter-writing and exercises from dictation.

Second Class, 19 *boys*—"Have read the Gyanodoi through, arithmetic to division, writing and spelling.

Third Class, 15 *boys*—"At the primer, and as far as subtraction in arithmetic."

BORO-BONGSO.

Teacher—"Motiram Dass, number of scholars 31, daily attendance 35, average age 10.

CASTES.	
Kulita, ...	21
Kumar, ...	7
Koch, ...	10
Total,....	38

First Class, 12 *boys*—"Have read the History of Joseph through, arithmetic to the rule of three, mensuration, the area of square figures, letter-writing.

Second Class, 16 *boys*—"Have read the Gyanodoi, exercises in writing and spelling, arithmetic as far as division.

Third Class, 10 *boys*—"At the primer and the arithmetical tables."

BÁMDIÁ.

Teacher—"Dhoniram Dass, number of scholars 111, daily attendance 90, average age 10.

First Class, 18 *boys*—"Have read the Hitopodesh to page 54, Obidhan No. III., Chanikyo's Couplets, arithmetic and mensuration through, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	6
Brahmin, ...	8
Kulita, ...	38
Koiborto, ...	59
Total,....	111

Second Class, 24 *boys*—"Have read the History of Joseph through, Obidhan No. II., arithmetic as far as the rule of three, mensuration to problem VI., letter-writing and exercises from dictation.

Third Class, 16 *boys*—"Read the Bengali Instructor, Obidhan No. I., arithmetic as far as compound subtraction, letter-writing.

Fourth Class, 22 *boys*—"Read the Gyanodoi, arithmetic as far as division, exercises in spelling and writing.

Fifth Class, 31 *boys*—"Sixteen of these have read the lessons at the end of the primer, and the rest are at the letters."

RAJ-DUWAR.

Teacher.—"Sadhiram Dass, number of scholars 48, daily attendance 44, average age 11.

First Class, 4 *boys*—"Have read the Hitopodesh through, Bengali Grammar to page 28, Pearce's Geography to page 35, Obidhan No. III., Chanikyo's Couplets, arithmetic and mensuration through, letter-writing and exercises from dictation.

CASTES.	
Brahmin, ...	2
Kulita, ...	18
Nodiyal.	28
Total, ...	48

Second Class, 17 *boys*—"Have read through the History of Joseph, Obidhan No. II., Chanikyo's Couplets, arithmetic as far as compound subtraction, and mensuration to Problem IV., letter-writing.

Third Class, 18 *boys*—"Have read the Gyanodoi, arithmetic as far as simple multiplication, writing and spelling.

Fourth Class, 9 *boys*—"At the primer, and as far as addition in arithmetic, writing and spelling."

DESH BELTOLA.

Teacher—"Sheik Minot Alli, number of scholars 35, daily attendance 30, average age 13.

First Class, 5 *boys*—"Have read to page 42 of Solomon's Proverbs, arithmetic as far as the rule of three, mensuration, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	8
Kulita, ...	10
Koch, ...	6
Rabha, ...	4
Mikir, ...	7
Total,....	35

Second Class, 9 *boys*—"Have read the Bengali Instructor to page 28, arithmetic as far as compound addition, writing and spelling.

Third Class, 8 *boys*—"Have read the Gyanodoi through, arithmetic as far as subtraction, writing and spelling.

Fourth Class, 13 *boys*—"Have read the lessons at the end of the primer, with the exception of 4 boys, who are yet at the compound letters."

DESII DUMURIA.

Teacher—Pual-ram Deka, (since resigned,) number of scholars 42, daily attendance 30, average age 13.

First Class, 12 *boys*—"Have read to page 30 of Solomon's Proverbs, Chanikyo's Couplets, arithmetic, letter-writing.

CASTES.	
Mahomedan, ...	2
Kulita, ...	20
Kassias, ...	7
Mikit, ...	6
Rabha, ...	2
Lalong, ...	5
Total, ...	42

Second Class, 7 *boys*—"Have read through the History of Joseph, arithmetic as far as compound addition.

Third Class, 10 *boys*—"Have read through the Gyanodoi, arithmetic multiplication, writing and spelling.

Fourth Class, 13 *boys*—"At the primer and at the arithmetical tables."

DUWAR FOTASIL.

Teacher—"Thaneshwor Dass, number of scholars 42, daily attendance 37, average age 12.

CASTES.	
Kulita, ...	7
Koch, ...	1
Burmese, ...	13
Kachari, ...	1
Mikir, ...	5
Rabha, ...	5
Kassia, ...	10
Total, ...	42

First Class, 7 *boys*—"Have read through the Bengali Instructor and 12 pages of the History of Joseph, arithmetic as far as the rule of proportion, Obidhan No. III., letter-writing and exercises from dictation.

Second Class, 8 *boys*—"Have read the Gyanodoi, arithmetic as far as compound addition, writing and spelling.

Third Class, 27 *boys*—"At the primer, and as far as subtraction in arithmetic."

RAMSA.

Teacher—"Sheik Momnur, number of scholars 77, daily attendance 56, average age 13.

First Class, 8 *boys*—"Have read through the Hitopodesh, Bengali Grammar to page 32, Obidhan, arithmetic and mensuration through, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	23
Brahmin, ...	2
Kulita, ...	5
Kumar, ...	14
Koiborto, ...	15
Sunri, ...	4
Nodiyal, ...	7
Koch, ...	7
Total, ...	77

Second Class, 17 *boys*—"Have read to page 44 of the Hitopodesh, Obidhan No. III., arithmetic to the rule of proportion, mensuration to problem VIII., letter-writing and exercises from dictation.

Third Class, 11 *boys*—"Have read the History of Joseph to page 37, arithmetic as far as compound addition, writing and spelling.

Fourth Class, 18 *boys*—"Have read through the Gyanodoi and the first 8 pages of the Bengali Instructor, arithmetic as far as division, exercises in writing and spelling.

Fifth Class, 23 *boys*—"At the primer and the arithmetical tables."

RANI.

Teacher—"Rameshwor Burnwa, number of scholars 55, daily attendance 42, average age 11.

First Class, 10 *boys*—"Have read the Hitopodesh to page 34, Obidhan No. III., arithmetic and mensuration through, letter-writing and exercises from dictation.

CASTES.	
Brahmin, ...	6
Kulita, ...	28
Kooh, ...	6
Rabha, ...	5
Total, ...	55

Second Class, 15 *boys*—"Have read the Bengali Instructor through, arithmetic as far as compound multiplication, writing and spelling.

Third Class, 18 *boys*—"Have read the Gyanodoi, arithmetic as far as division, writing and spelling.

Fourth Class, 12 *boys*—"At the primer, and simple subtraction in arithmetic."

CHOI-ÁNI.

Teacher—"Bhogram Deka, number of scholars 50, daily attendance 44, average age 12.

First Class, 10 *boys*—"Have read through the Bengali Instructor, Obidhan to page 19, arithmetic through, and mensuration to problem IV., letter-writing and exercises from dictation.

CASTES.	
Kulita, ...	19
Sunri, ...	30
Koch, ...	1
Total, ...	50

Second Class, 9 *boys*—"Have read the History of Joseph to page 35, arithmetic as far as compound division, letter-writing and exercises from dictation.

Third Class, 11 *boys*—"Have read 18 pages of the History of Joseph, arithmetic as far as simple multiplication, writing and exercises in spelling.

Fourth Class, 10 *boys*—"Read the Gyanodoi, and in arithmetic work sums in simple subtraction, exercises in writing and spelling.

Fifth Class, 10 *boys*—"At the primer and the arithmetical tables."

CHUMURÍA.

Teacher—"Thaneshwor Gosain, number of scholars 32, daily attendance 28, average age 12.

First Class, 8 *boys*—"Have read through the Hitopodesh, Obidhan No. III., arithmetic to the rule of proportion, mensuration, letter-writing.

CASTES.	
Brahmin, ...	1
Kulita, ...	14
Koiborto, ...	11
Muhomedan, ...	6
Total, ...	32

Second Class, 9 *boys*—"Have read the History of Joseph, Obidhan No. II., arithmetic as far as compound addition, letter-writing.

Third Class, 6 *boys*—"Have read the Gyanodoi, arithmetic to division, writing and spelling.

Fourth Class, 10 *boys*—"The primer and arithmetical tables."

BOR-DUWAR.

Teacher—"Krishno Nath Shorma, number of scholars 41, daily attendance 36, average age 11.

CASTES.	
Mahomedan, ...	2
Brahmin, ...	2
Kulita	3
Koiborto, ...	4
Sunri, ...	4
Koch, ...	23
Rabha, ...	3
Total,....	41

First Class, 9 *boys*—"Have read through the Bengali Instructor, arithmetic as far as the rule of three, letter-writing and exercises from dictation.

Second Class, 13 *boys*—"Have read the Gyan-odoi, arithmetic to compound subtraction, exercises in spelling and writing.

Third Class, 19 *boys*—"At the primer, and as far as simple subtraction in arithmetic."

LUKI-DUWAR.

Teacher—"Bongali Gogoi, number of scholars 44, daily attendance 38, average age 13.

CASTES.	
Mahomedan, ...	1
Kaisth, ...	2
Keyot, ...	2
Koch, ...	32
Rubha, ...	5
Garo, ...	1
Kachari, ...	1
Total,....	44

First Class, 9 *boys*—"Have read the Hitopodesh through, Bengali Grammar to page 32, Obidhan No. III., arithmetic and mensuration, letter-writing and exercises from dictation.

Second Class, 7 *boys*—"Have read through the History of Joseph, arithmetic as far as compound division, letter-writing and exercises from dictation.

Third Class, 10 *boys*—"Have read the Gyan-odoi, arithmetic as far as simple multiplication, exercises in spelling and writing.

Fourth Class, 18 *boys*—"At the primer, and as far as simple addition in arithmetic.

"The total number of schools in Zillah Kamrup is 26
Number of scholars, ... 1,658
Daily attendance, ... 1,366."

Zillah Durrung.

TEZPUR SCHOOL.

Teachers—"Durgaprosad Shorma, senior Pundit, Purnadeb Shorma, junior Pundit, number of scholars 79, daily attendance 70, average age 13.

CASTES.	
Mahomedan, ...	3
Brahmin, ...	21
Kaisth, ...	6
Kulita, ...	19
Keyot, ...	11
Koch, ...	11
Kansar, ...	5
Katoni, ...	1
Chutiya	1
Kachari, ...	1
Total,....	79

First Class, 16 *boys*—"Have read Dr. Yates's Vernacular Class-book, Hitopodesh, Bengali Grammar, arithmetic and mensuration through, letter-writing and exercises from dictation.

Second Class, 12 *boys*—"Have read through the Hitopodesh, Bengali Grammar to page 27, Obidhan, arithmetic and mensuration through, letter-writing and exercises from dictation.

Third Class, 10 *boys*—"Have read the History of Joseph, Obidhan, arithmetic, to compound division, mensuration, to problem V., letter-writing and exercises from dictation.

Fourth Class, 15 *boys*—"Have read the Bengali Instructor, arithmetic to compound addition, exercises in writing and spelling.

Fifth Class, 13 *boys*—"Have read the Gyanodoi, arithmetic, to simple multiplication, exercises in spelling and writing.

Sixth Class, 13 *boys*—"At the primer, and as far as addition in arithmetic."

SAKOMOTHA.

Teacher—"Podmeshwor Shorma, number of scholars 29, daily attendance 25, average age 14.

CASTES.	
Brahmin, ...	3
Kulita, ...	12
Keyot, ...	3
Koch, ...	5
Sut, ...	5
Jugi, ...	1
Total,....	29

First Class, 10 *boys*—"Have read 30 pages of the Hitopodesh, arithmetic to compound division, mensuration, area of square figures, letter-writing and exercises from dictation.

Second Class, 7 *boys*—"Have read the Gyanodoi through, arithmetic, to simple multiplication, exercises in writing and spelling.

Third Class, 12 *boys*—"Have read through the primer and begun the Gyanodoi, arithmetical tables and exercises in writing and spelling."

MADOPI.

Teacher—"Horodeb Shorma, number of scholars 91, daily attendance 68, average age 13.

CASTES.	
Brahmin, ...	15
Kaisth, ...	4
Kulita, ...	36
Gonok, ...	8
Keyot, ...	5
Jugi, ...	5
Nodiyal, ...	2
Chutiya, ...	6
Kachari, ...	7
Koch, .. .	2
Ahom, ...	1
Total, ...	91

First Class, 14 *boys*—"Have read the Hitopodesh, Obidhan, arithmetic, to the rule of three, mensuration, letter-writing.

Second Class, 25 *boys*—"Have read the Gyanodoi through, Obidhan No. I., arithmetic, as far as compound addition, exercises in writing and spelling.

Third Class, 31 *boys*—"Have commenced the Gyanodoi, arithmetic, as far as simple multiplication, exercises in spelling and writing.

Fourth Class, 21 *boys*—"At the primer and the arithmetical tables."

MADHOB.

Teacher—"Krishno Deb Shorma, number of scholars 58, daily attendance 50, average age 11.

CASTES.	
Brahmin, ...	17
Gonok, ...	1
Kulita, ...	21
Keyot, ...	5
Jugi, ...	7
Kuisth, ...	3
Koch, ...	4
Total,....	58

First Class, 7 *boys*—"Have read 24 pages of the Hitopodesh, arithmetic, to the rule of three, mensuration, through the book, letter-writing and exercises from dictation.

Second Class, 14 *boys*—"Read the Gyanodoi, arithmetic, to compound addition, exercises in writing and spelling.

Third Class, 37 *boys*—"At the primer, and as far as addition in arithmetic."

MONGOLDOI.

Teacher—"Deojit Deb Shorma, number of scholars 64, daily attendance 51, average age 14.

CASTES.	
Mahomedan, ...	2
Brahmin, ...	8
Gonok, ...	4
Kulita, ...	19
Keyot, ...	3
Kumar, ...	2
Nodiyal, ...	9
Koch, ...	17
Total,....	64

First Class, 7 *boys*—"Have read through Dr. Yates's Vernacular Class-book, the Hitopodesh, Bengali Grammar to page 25, arithmetic and mensuration, letter-writing and exercises from dictation.

Second Class, 10 *boys*—"Have read through the Hitopodesh, arithmetic, as far as the rule of proportion and begun mensuration, letter-writing and exercises from dictation.

Third Class, 16 *boys*—"Have read through the Gyanodoi, and begun the History of Joseph, arithmetic, as far as compound addition, writing and exercises in spelling.

Fourth Class, 31 *boys*—"At the primer and the arithmetical tables."

MAHIRAPARA.

Teacher—"Bidyaram Shorma, number of scholars 37, daily attendance 34, average age 12.

CASTES.	
Brahmin, ...	25
Gonok, ...	3
Kulita, ...	9
Total, ...	37

First Class, 6 *boys*—"Have read 121 pages of Dr. Yates's Vernacular Class-book, and the Hitopodesh, arithmetic and mensuration through, letter-writing and exercises from dictation.

Second Class, 15 *boys*—"Have read the Bengali Instructor, arithmetic, as far as compound addition, letter-writing.

Third Class, 8 *boys*—"Have read through the Gyanodoi, arithmetic to simple multiplication and exercises in writing and spelling.

Fourth Class, 8 *boys*—"At the primer and the arithmetical tables."

LOKRAI.

Teacher—"Rongdeb Shorma, number of scholars 27, daily attendance 20, average age 13.

First Class, 8 *boys*—"Have read through the Hitopodesh, Obidhan, arithmetic to the rule of three, mensuration, letter-writing and exercises from dictation.

CASTES.	
Brahmin, ...	3
Gonok, ...	15
Jugi, ...	5
Koch, ...	4
Total, ...	27

Second Class, 10 *boys*—"Have read through the History of Joseph, Obidhan No. I., arithmetic to compound addition, exercises in writing and spelling.

Third Class, 9 *boys*—"Have read the Gyanodoi, except 3, who are at the primer, arithmetic, as far as simple subtraction."

SETII-MADAR.

Teacher—"Norodeb Shorma, number of scholars 56, daily attendance 48, average age 14.

First Class, 9 *boys*—"Have read to page 42 of the Hitopodesh, Obidhan, arithmetic and mensuration, letter-writing and dictation.

CASTES.	
Brahmin, ...	15
Gonok, ...	3
Kulita, ...	19
Koiborto, ...	7
Jugi, ...	1
Koch, ...	11
Total,....	56

Second Class, 12 *boys*—"Have read the History of Joseph, arithmetic, to compound multiplication, letter-writing and exercises from dictation.

Third Class, 10 *boys*—"Have read the Gyanodoi, arithmetic, to long division, exercises in spelling and writing.

Fourth Class, 25 *boys*—"Are at the primer."

CHIP-HAZAR.

Teacher—"Bhobanondo Shorma, number of scholars 50, daily attendance 42, average age 13.

First Class, 4 *boys*—"Have read the Hitopodesh through, and begun the Bengali Grammar, arithmetic and mensuration through, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	3
Brahmin, ...	3
Gonok, ...	6
Kulita, ...	21
Kathoni, ...	4
Sut, ...	3
Keyot, ...	1
Koch, ...	9
Total,....	50

Second Class, 8 *boys*—"Have read the History of Joseph. Obidhan, arithmetic, as far as compound subtraction, letter-writing.

Third Class, 12 *boys*—"Have read the Gyanodoi, arithmetic, as far as division, exercises in writing and spelling.

Fourth Class, 26 *boys*—"At the primer and the arithmetical tables.

"The number of schools in Zillah Durrung is ... 9
Number of scholars, ... 491
Daily attendance, ... 408."

Zillah Nowgong.

SUDDER SCHOOL.

Teachers—"Ramsoonder Lushkor, senior Pundit, Ramkonai Shorma, junior Pundit, Ishorprosad Shorma, Urdu Teacher, number of scholars 140, daily attendance 64, average age 14.

First Class, 4 *boys*—"Have read the Hitopodesh to page 20, Obidhan, arithmetic and mensuration, letter-writing.

CASTES.	
Mahomedan,....	37
Brahmin, ...	16
Kulita, ...	52
Koch, ...	17
Keyot, ...	9
Chutiya, ...	4
Ahom, ...	3
Rabha, ...	1
Kachari, ...	1
Total,....	140

Second Class, 12 *boys*—"Have read through the Gyanodoi and the Hitopodesh to page 13, Obidhan, to page 20, arithmetic, as far as compound division, mensuration, to problem VI., letter-writing and exercises from dictation.

Third Class, 21 *boys*—"Have read the Gyanodoi through, arithmetic, as far as simple division, exercises in writing and spelling.

Fourth Class, 21 *boys*—"Have read the Gyanodoi to page 30, arithmetic, as far as subtraction, exercises in writing and spelling.

Fifth Class, 40 *boys*—"Have gone through the primer, arithmetic, as far as addition, writing and spelling.

Sixth Class, 42 *boys*—"At the simple and compound letters, and the arithmetical tables.

"There are 32 boys engaged also in the study of Persian and Urdu, 1 reads the Bagh-o-behar, 1 the Forms of Herkern, 1 Zulikha, 10 read the Gulisthan, and the rest are but tyros."

JAGI.

Teacher—"Bishnath Dutt, number of scholars 34, daily attendance 28, average age 11.

CASTES.	
Mahomedan, ...	2
Brahmin, ...	9
Gonok, ...	1
Kulita, ...	13
Keyot, ...	2
Koch	5
Ahom, ...	2
Total,	34

First Class, 9 *boys*—"Have read the Hitopodesh to page 44, Dr. Yates' Class-book to page 80, arithmetic and mensuration, exercises from dictation, letter-writing.

Second Class, 11 *boys*—"Have read 28 pages of the Bengali Instructor, arithmetic, as far as compound division, exercises in writing and spelling.

Third Class, 14 *boys*—"Have gone through the primer and begun the Gyanodoi, arithmetic, simple subtraction, writing and spelling."

GOBHA.

Teacher—"Dhormeswor Gosain, number of scholars 3, daily attendance 2, average age 12.

"These read the Gyanodoi through, and can work sums in simple multiplication."

CASTES.	
Kassia, ...	1
Koch, . ..	1
Muria, ...	1
Total,..	3

KHOLA.

Teacher—"Lalong Kagoti, number of scholars 20, daily attendance 16, average age 12.

CASTES.	
Kulita,	5
Koch,	6
Mikir,	5
Lalong,	4
Total,	20

First Class, 5 *boys*—"Have read the Bengali Instructor, arithmetic, as far as the rule of three, mensuration, to problem IV., letter-writing and exercises from dictation.

Second Class, 8 *boys*—"Have read the Gyanodoi to page 26, arithmetic, as far as compound subtraction, exercises in writing and spelling.

Third Class, 7 *boys*—"At the primer and the arithmetical tables.

NARIKOLI.

Teacher—"Ghinai Doss, number of scholars 60, daily attendance 42, average age 12.

CASTES.	
Brahmin,	5
Kulita,	4
Nodiyal,	7
Koch,	29
Chutia,	6
Ahom,	4
Lalong,	5
Total,	60

First Class, 15 *boys*—"Have read the History of Joseph, Obidhan No. I., arithmetic, to compound division and mensuration to problem IV., letter-writing.

Second Class, 20 *boys*—"Have read through the Gyanodoi, arithmetic, as far as simple multiplication, exercises in writing and spelling.

Third Class, 25 *boys*—"At the primer, exercises in writing and spelling, arithmetical tables."

TOPAKUCHI.

Teacher—"Jatiram Doss, number of scholars 111, daily attendance 82, average age 13.

CASTES.	
Mahomedan,	2
Brahmon,	6
Gonok,	2
Kulita,	11
Kathoni,	8
Keyot,	4
Nodiyal,	38
Koch,	22
Hari,	2
Ahom,	2
Lalong,	3
Chutiya,	11
Total,	111

First Class, 14 *boys*—"Have read the History of Joseph, to page 22, arithmetic, as far as compound multiplication, letter-writing and exercises from dictation.

Second Class, 26 *boys*—"Have read the Gyanodoi, arithmetic, to simple division, exercises in writing and spelling.

Third Class, 38 *boys*—"Have begun the Gyanodoi, arithmetic, as far as subtraction, writing and spelling.

Fourth Class, 33 *boys*—"At the simple and compound letters."

GHÁI-BEBEJIA.

Teacher—" Bikaram Deka, number of scholars 72, daily attendance 64, average age 13.

CASTES.	
Brahmin,	10
Gonok,	3
Kulita,	16
Sut,	10
Not,	4
Sunri,	3
Keyot,	9
Koch,	9
Chutiya,	2
Ahom,	6
Total,	72

First Class, 9 *boys*—" Have read the Hitopodesh to page 26, arithmetic, to compound division, mensuration, to problem V., letter-writing and exercises from dictation.

Second Class, 21 *boys*—" Have read the Gyanodoi through, and 10 pages of the History of Joseph, arithmetic, as far as multiplication, exercises in writing and spelling.

Third Class, 18 *boys*—" Have read the Gyanodoi to page 24, arithmetic, simple subtraction, writing and spelling.

Fourth Class, 24 *boys*—" At the alphabet."

CHUMUA-GONG.

Teacher—" Moniram Bora, number of scholars 71, daily attendance 63, average age 12.

CASTES.	
Mahomedan,	3
Brahmin,	3
Kaisth,	6
Kulita,	35
Koch,	6
Kathoni,	5
Keyot,	5
Nodiyal,	1
Lalong,	4
Ahom,	3
Total,	71

First Class, 16 *boys*—" Have read the History of Joseph through, arithmetic, to the rule of proportion, mensuration, letter-writing.

Second Class, 21 *boys*—" Have read the Gyanodoi, arithmetic, to compound multiplication, exercises in writing and spelling.

Third Class, 34 *boys*—" At the primer, simple and compound letters, arithmetical tables."

GOMUTA*.

Teacher—" Lerela Shorma, number of scholars 32, daily attendance 28, average age 10.

CASTES.	
Brahmin,	1
Khetri,	4
Kulita,	12
Keyot,	6
Sut,	6
Koch,	2
Chutiya,	1
Total,	32

First Class, 14 *boys*—" Have read the Gyanodoi through, arithmetic, as far as compound addition, exercises from dictation, letter-writing.

Second Class, 18 *boys*—" At the primer and the arithmetical tables."

* Opened in February 1852.

SUTAR-GONG.

Teacher—" Dodhiram Gosain, number of scholars 51, daily attendance 40, average age 14.

First Class, 9 *boys*—" Have read the Hitopodesh through, Bengali Grammar, to page 41, arithmetic and mensuration, letter-writing and exercises from dictation.

CASTES.	
Brahmin,	 10
Keyot,	 27
Hari,	 4
Not,	 1
Nodiyal,	 2
Muria,	 7
Total,	 51

Second Class, 6 *boys*—" Have read the History of Joseph, Obidhan No. I., arithmetic, to the rule of three, mensuration, to problem VII., letter-writing and exercises from dictation.

Third Class, 11 *boys*—" Have read the Gyanodoi, arithmetic, to compound addition, writing and spelling.

Fourth Class, 25 *boys*—" At the primer, and the arithmetical tables, writing and spelling."

HATIR-GONG*.

Teacher—" Gopinath Dass, number of scholars 122, daily attendance 91, average age 14.

CASTES.	
Mahomedan,	 16
Brahmin,	 35
Kulita,	 48
Keyot,	 6
Not,	 5
Koch,	 10
Ahom,	 2
Total,	 122

First Class, 14 *boys*—" Have read the History of Joseph to page 38, arithmetic, to compound addition, letter-writing and exercises from dictation.

Second Class, 31 *boys*—" Have read the Gyanodoi to page 25, arithmetic, to subtraction, writing and spelling.

Third Class, 77 *boys*—" At the primer in various stages of progress, arithmetical tables."

BIIEL-GURI.

Teacher—" Shrikant Gosain, number of scholars 51, daily attendance 42, average age 13.

First Class, 13 *boys*—" Have read through the Bengali Instructor and 12 pages of the Hitopodesh, arithmetic, to the rule of three, mensuration, letter-writing and exercises from dictation.

CASTES.	
Brahmin,	 8
Kulita,	 18
Sut,	 5
Keyot,	 9
Sunri,	 2
Kathoni,	 4
Koch,	 4
Ahom,	 1
Total,	 51

Second Class, 12 *boys*—" Have read 22 pages of the Bengali Instructor, arithmetic, to compound addition, writing and spelling.

Third Class, 16 *boys*—" Have read the Gyanodoi, arithmetic, to simple multiplication, writing and spelling.

Fourth Class, 10 *boys*—" At the primer and the arithmetical tables."

* Opened in February 1852.

KOLIABOR.

Teacher—"Dhaturam Hazarika, number of scholars 62, daily attendance 40, average age 12.

First Class, 17 *boys*—"Have read through the Bengali Instructor and 28 pages of the History of Joseph, arithmetic, to the rule of three, mensuration, the area of square figures, letter-writing.

CASTES.	
Mahomedan, ...	1
Brahmin, ...	1
Kulita, ...	50
Sut, ...	2
Keyot, ...	3
Koch, ...	1
Ahom, ...	4
Total, ...	62

Second Class, 12 *boys*—"Have read 21 pages of the Bengali Instructor, arithmetic, as far as compound subtraction, exercises in writing and spelling.

Third Class, 11 *boys*—"Have read the Gyanodoi, arithmetic, to simple multiplication, exercises in writing and spelling.

Fourth Class, 22 *boys*—"At the primer."

HOSONG-HÁJU.

Teacher—"Brojonath Dass, number of scholars 7, daily attendance 6.

"No report received from this school.

"The number of schools in Zillah Nowgong is 14
Number of scholars, ... 836
Daily attendance, ... 608."

Zillah Sibsagor.

SUDDER SCHOOL.

"Number of scholars, according to the returns last received 41, daily attendance 34.

English Department.

"No report has been received from this school.

Vernacular Department.

Teacher—"Urbidhor Shorma, number of scholars 35, daily attendance 20, average age 15.

First Class, 5 *boys*—"Have read the Gyanornob and Dr. Yates's Class-book, Bengali Grammar, Obidhan, arithmetic, exercises in letter-writing.

CASTES.	
Brahmin, ...	30
Kaisth, ...	4
Mahomedan, ...	1
Total,....	35

Second Class, 11 *boys*—"Have read the Poshaboli and Assamese Buronji, arithmetic, as far as compound division, letter-writing.

Third Class, 19 *boys*—"Have read through the Gyanodoi, arithmetic, as far as simple multiplication, writing and spelling."

NAZERA.

Teacher—" Nobin Chunder Shorma, number of scholars 60, daily attendance 48, average age 14.

First Class, 18 *boys*—" Have read Dr. Yates's Class-book through, Bengali Grammar, to page 105, arithmetic and mensuration, letter-writing and exercises from dictation.

CASTES.	
Mahomedan, ...	17
Brahmin, ...	13
Kaisth, ...	3
Kulita, ...	5
Keyot, ...	1
Nodiyal, ...	3
Chutiya, ...	5
Ahom, ...	13
Total,....	60

Second Class, 14 *boys*—" Have read 39 pages of the Hitopodesh, arithmetic, to the rule of three, mensuration and letter-writing.

Third Class, 10 *boys*—" Have read the History of Joseph, arithmetic, as far as compound addition, writing and spelling.

Fourth Class, 11 *boys*—" Have read the Gyan-odoi to page 29, arithmetic, writing and spelling.

Fifth Class, 7 *boys*—" At the primer."

GURASUA.

Teacher—" Bassuram Deka, number of scholars 40, daily attendance 35, average age 12.

First Class, 12 *boys*—" Have read through the History of Joseph, Obidhan, arithmetic, to compound division, letter-writing, exercises from dictation.

CASTES.	
Kulita, ...	2
Koch, ...	1
Ahom, ...	37
Total,....	40

Second Class, 8 *boys*—" Have read the Gyan-odoi through, arithmetic, as far as multiplication, exercises in writing and spelling.

Third Class, 20 *boys*—" At the primer, in different stages of progress."

BENT-BARRI.

Teacher—" Boloram Gogoi, number of scholars 43, daily attendance 35, average age 11.

First Class, 15 *boys*—" Have read the History of Joseph, Obidhan, arithmetic, to the rule of three, letter-writing, exercises from dictation.

CASTES.	
Mahomedan, ...	1
Kulita, ...	1
Chutiya, ...	1
Ahom, ...	40
Total,....	43

Second Class, 11 *boys*—" Have read the Gyan-odoi, arithmetic as far as division, exercises in writing and spelling.

Third Class, 17 *boys*—" Have gone through the primer, arithmetic to simple subtraction, writing and spelling."

LAHING.

Teacher—" Bansaram Gogoi, number of scholars 47, daily attendance 32, average age 13.

First Class, 14 *boys*—" Have read the Hitopodesh, Obidhan, arithmetic, to compound substraction, letter-writing.

CASTES.	
Kulita,	3
Chutiya,	2
Koch,	11
Ahom,	31
Total,	47

Second Class, 17 *boys*—" Have read the History of Joseph to page 37, arithmetic, to simple multiplication, writing and spelling.

Third Class, 16 *boys*—" Have begun the Gyanodoi, arithmetical tables, writing and spelling."

JORHAT.

Teacher—" Hiranath Gogoi, number of scholars 89, daily attendance 66, average age 14.

First Class 13 *boys*—" Have read the Hitopodesh to page 38, Obidhan, arithmetic, to the rule of three, mensuration, letter-writing, exercises from dictation.

CASTES.	
Brahmin,	7
Gonok,	2
Kulita,	11
Koch,	2
Kaisth,	3
Ahom,	7
Nodiyal	5
Mahomedan,	52
Total,	89

Second Class, 21 *boys*—" Have read through the History of Joseph, arithmetic as far as compound addition, letter-writing and spelling.

Third Class, 26 *boys*—" Have gone through the Gyanodoi, arithmetic, simple multiplication, writing and spelling.

Fourth Class, 29 *boys*—" At the primer and the arithmetical tables."

DEBGRAM.

Teacher—" Someshwor Shorma, number of scholars 37, daily attendance 30, average age 16.

First Class, 8 *boys*—" Have read the Hitopodesh, arithmetic, to the rule of three, mensuration, the area of square figures, letter-writing.

CASTES.	
Brahmin,	16
Kulita,	12
Keyot,	3
Not,	1
Kachari,	3
Mahomedan,	2
Total,	37

Second Class, 6 *boys*—" Have read through the Bengali Instructor, arithmetic to compound addition, letter-writing.

Third Class, 13 *boys*—" Have read the Gyanodoi, arithmetic, to simple multiplication, writing and spelling.

Fourth Class, 10 *boys*—" At the primer, and as far as simple subtraction in arithmetic, writing and spelling."

CHALMARA.

Teacher—" Krishno Dass, number of scholars 30, as per last monthly return, daily attendance 25.

" No report has been received from this school."

BOSAGONG.

Teacher—"Debnath Mohont, number of scholars 26, as per the last monthly return, daily attendance 20.

"No report has been received from this school."

GOLA-GHAT.

Teacher—"Deonath Shorma, number of scholars as per last monthly return 30, daily attendance 26.

"No report has been received from this school.

"The number of schools in Zillah Sibsagor is 10
Number of scholars, ... 478
Daily attendance, ... 371."

Zillah Lukimpur.

DIBROO-GHOR.

Teachers—"Kesobdeb Shorma, Deuram Shorma, number of scholars 90, daily attendance 67, average age of pupils 14.

CASTES.	
Mahomedan, ...	9
Brahmin, ...	6
Gonok, ...	6
Khetri, ...	5
Kulita, ...	11
Boisyo, ...	1
Keyot, ...	1
Dhoba, ...	1
Hari, ...	1
Nodiyal, ...	7
Koch, ...	3
Chutiya, ...	9
Kachari, ...	4
Khamti, ...	7
Ahom, ...	19
Total, ...	90

First Class, 12 *boys*—"Have read Dr. Yates's Class-book, Obidhan, arithmetic and mensuration, letter-writing and exercises from dictation.

Second Class, 14 *boys*—"Have read the Hitopodesh, Obidhan, arithmetic, to compound division, mensuration and letter-writing.

Third Class, 22 *boys*—"Have read the History of Joseph to page 39, arithmetic, as far as division, writing and spelling.

Fourth Class, 31 *boys*—"Have read the Gyanodoi, arithmetic, as far as simple subtraction, writing and spelling.

Fifth Class, 11 *boys*—"At the primer and arithmetical tables."

LUKIMPUR.

Teacher—"Kunjraj, number of scholars as per last monthly return 61, daily attendance 30.

"No report has been received from this school."

SAI-KWA.

Teacher—"Bhuliram, number of scholars as per last monthly return 24, daily attendance 17.

"No report has been received from this school."

BORDOLONI.*

Teacher—"Sombhuram Shorma, number of scholars as per monthly return 31, daily attendance 30.

"No report has been received from this school."

DOWKWAKHANA.*

Teacher—"Jaduram, number of scholars as per monthly return 32, daily attendance 29.

"No report has been received from this school."

"The number of schools in Zillah Lukimpur is 5
Number of scholars, ... 238
Daily attendance, ... 173."

Zillah Gowalpara.

SUDDER SCHOOL.†

Teachers—"Chondro Mohon Shorma, senior Pundit, (on leave), Mohes Chunder Sen, junior Pundit, officiating for the senior Pundit, Kalinath Chowdry, officiating for the junior Pundit; number of scholars 119, daily attendance 80, average age 13.

CASTES.	
Mahomedan, ...	45
Brahmin, ...	7
Khetris, ...	3
Kaisth, ...	6
Kulita, ...	19
Boidyo, ...	7
Hari, ...	4
Teli, ...	1
Koiborto, ...	4
Nodiyal, ...	20
Koch, ...	3
Total, ...	119

First Class, 11 *boys*—"Have read the Gyannornob and Hitopodesh through, Rammohun Roy's Bengali Grammar, to page 31, Obidhan and arithmetic through, mensuration, letter-writing and exercises from dictation.

Second Class, 11 *boys*—"Have read Vishnu Shorma's Hitopodesh, to page 65, Bengali Grammar, to page 25; Obidhan, arithmetic, to the rule of proportion, letter-writing and exercises from dictation.

Third Class, 20 *boys*—"Have read the Hitopodesh to page 32, Bengali Grammar, to page 14, arithmetic, as far as compound multiplication, exercises in writing and spelling.

Fourth Class, 19 *boys*—"Have read the Bengali Instructor, arithmetic, as far as division, exercises in writing and spelling.

* I believe these two schools have but lately been opened, no precise intimation of it, however, has yet reached me.

† Supported from Local Funds.

Fifth Class, 19 *boys*—" Have read the Gyanodoi through, arithmetic, as far as subtraction, exercises in writing and spelling.
Sixth Class, 15 *boys*—" Have read the Gyanodoi, to page 12, arithmetic, to simple addition, spelling and writing.
Seventh Class, 28 *boys*—" At the primer and the arithmetical tables."

Purgunah Habraghat.

MORNOI.

Teacher—" Modhusudun Pramanick, number of scholars 36, daily attendance 30, average age 13.

CASTES.	
Kulita, ...	15
Koiborto, ...	5
Hari, ...	10
Kooh, ...	6
Total, ...	36

First Class, 12 *boys*—" Have read the Hitopodesh through, Bengali Grammar, to page 8, arithmetic through, mensuration to problem V., letter-writing and exercises from dictation.
Second Class, 11 *boys*—" Have read the History of Joseph, arithmetic, to compound division, exercises in writing and spelling.
Third Class, 10 *boys*—" Have read the Gyanodoi, arithmetic, to multiplication, writing and spelling.
Fourth Class, 3 *boys*—" At the alphabet."

KUMARPUTA.

Teacher—" Kalikant Sen, number of scholars 18, daily attendance 16, average age 11.

CASTES.	
Mahomedan, . .	2
Kulita, ...	10
Nodiyal, ...	4
Kumar, ...	2
Total, ...	18

First Class, 7 *boys*—" Have read the Hitopodesh, to page 32, arithmetic as far as the rule of three, letter-writing.
Second Class, 11 *boys*—" History of Joseph, arithmetic, to division, writing and spelling."

Purgunah Kuntaghat.

JUGIGHUPA.

Teacher—" Brojogovind Shorma, number of scholars 55, daily attendance 40, average age 14.

First Class, 10 *boys*—"Have read the Hitopodesh, to page 24, arithmetic, to the rule of three, letter-writing.

CASTES.	
Mahomedan, ...	22
Brahmin, ...	4
Kulita, ...	12
Koch, ...	9
Hari, ...	6
Dhoba, ...	2
Total, ...	55

Second Class, 14 *boys*—"Have read the Gyanodoi through, arithmetic, to compound multiplication, writing and spelling."

Third Class, 11 *boys*—"Have read the Gyanodoi, to page 26, arithmetic, as far as simple multiplication, exercises in writing and spelling.

Fourth Class, 20 *boys*—"At the primer."

Purgunah Mechpara.

LOKHIPUR.

Teacher—"Janokinath Bhose, number of scholars 24, daily attendance 18, average age 15.

CASTES.	
Mahomedan, ...	3
Kulita, ...	4
Jugi, ...	2
Mech, ...	10
Rabha.	5
Total, ...	24

First Class, 10 *boys*—"Have read the Gyanodoi, arithmetic, to compound multiplication, letter-writing.

Second Class, 14 *boys*—"At the primer, and as far as subtraction in arithmetic."

Purgunah Arongabad.

SINGIMARI.

Teacher—"Kaliprusad Chukerbutty, number of scholars 14, daily attendance 14, average age 10.

CASTES.	
Mahomedan, ...	1
Brahmin, ...	2
Kulita, ...	3
Napit, ...	1
Mech, ...	7
Total, ...	14

First Class, 6 *boys*—"Have read the Gyanodoi, arithmetic to division, letter-writing.

Second Class, 8 *boys*—"Have read the lessons at the end of the primer."

Purgunah Koraibarri.

KANGKRIPARA.

Teacher—"Mahomed Gowri, number of scholars 4, daily attendance 4, average age 15.

CASTES.	
Mahomedan, ...	4
	4

"These have read the Gyanodoi and in arithmetic, are as far as compound multiplication."

Purgunah Chapor.

BILASIPARA.

Teacher—"Rammohun Buruwa, number of scholars 11, daily attendance 8, average age 10.

CASTES.	
Gowal, ...	5
Hari, ...	3
Charral, ...	3
Total, ...	11

First Class, 9 *boys*—"Have read to page 32 of the History of Joseph, arithmetic, as far as compound addition, exercises in writing and spelling.

Second Class, 2 *boys*—"At the primer."

Purgunah Gurla.

DHUBRI.

Teacher—"Brojonath Roy, number of scholars 35, daily attendance 32, average age 12.

CASTES.	
Mahomedan, ...	26
Brahmin, ...	1
Khetri, ...	3
Kaisth, ...	5
Total, ...	35

First Class, 15 *boys*—"Have read the Hitopodesh, arithmetic, to the rule of proportion, letter-writing.

Second Class, 13 *boys*—"Have read the Gyanodoi, arithmetic, to compound addition, exercises in writing and spelling.

Third Class, 7 *boys*—"At the primer and the arithmetical tables."

GARO SCHOOL.

Teacher—"Kripal Dass, since dead, scholars 8 Garos.

"One of these has but lately been admitted and he is still at the alphabet.

"The other seven, have read through the Hitopodesh and the Bengali Instructor, and work sums in long division Their exercises in letter-writing and from dictation are very creditable.

"The number of schools in Zillah Gowalpara is, ... 10
Number of scholars, ... 324
Daily attendance, ... 250."

South-West Frontier Schools.

Chota Nagpore School.

THIRTEENTH YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
J. H. Crawford, Esq., ...	*Governor General's Agent and Commissioner S. W. Frontier.*
Major J. C. Hannyngton, ...	*Deputy Commissioner Chota Nagpore.*
Captain W. H. Oakes, ...	*Principal Assistant to Governor General's Agent, Lohurduggah Division.*
Lieutenant E. M. Ryan, ...	*Junior Assistant Governor General's Agent.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. Payton, ...	*Head Master,*	100 0 0	5th July 1848.
Kishun Chunder, ...	*Assistant Teacher,*	5 0 0	1st April 1847.
Guendu Ram, ...	*Assistant Teacher,*	5 0 0	1st Aug. 1843.
Tiluca Ram, ...	*Assistant Teacher,*	2 8 0	1st Oct. 1851.
Naraina, ...	*Assistant Teacher,*	0 10 0	1st Oct. 1851.
Simra, ...	*Assistant Teacher,*	0 10 0	1st Oct. 1851.
Khedun Panday, ...	*Assistant Teacher,*	0 10 0	1st Oct. 1851.
Anoop Ram, ...	*Assistant Teacher,*	0 10 0	1st Oct. 1851.
Gunput Loll, ...	*Hindu Teacher,*	10 0 0	6th May 1847.
Servants, ...	... ...	7 0 0	

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th December 1840.	Establishment and Expenses as fixed by Government, dated 16th December 1840.		Items.	Total.
...	...	.....	.....	From 1st October 1851 to 30th September 1853, Co.'s Rs. 1,800.	Head Master, ...	1,106 10 8	
					First Assistant Teacher, ...	154 5 4*	
					Second Assistant Teacher,...	78 0 0†	
					Third Assistant Teacher ...	39 4 0‡	
					Fourth Assistant Teacher,...	7 8 0	
					Fifth Assistant Teacher, ...	7 8 0	
					Sixth Assistant Teacher, ...	7 8 0	
					Seventh Assistant Teacher,	7 8 0	
					Hindu Teacher, ...	83 0 0	
					Servants,...	84 0 0	
					Contingencies, ...	33 0 0	
							1,608 4 0
					Allowance per Annum, ...	1,800 0 0	
					Expended per Annum, ...	1,608 4 0	

The following is the report of the Local Committee:

Examinations. "The committee of examination having met this day, the examination of the first, second, third, fourth and fifth classes was proceeded with. The attainments of scholars of the first class in their English and Hindee, both in writing and spelling, is highly creditable, nor can their progress in mathematics be viewed in a less favorable light. The two boys composing the second class, are not less advanced in their knowledge than their fellows of the first class, taking into consideration the date of their entrance with the above. The third, fourth, and fifth classes fully upheld the credit which is due to the master of this school, both for his method of teaching and attention to his duties.

"The attendance is reported by the master to have been not quite so regular as the preceding year, in consequence of great sickness prevailing. The number of pupils has been increased by 3. The boys who have most distinguished themselves in the English department, are Kissen Chunder, Tilloram, Sib Chunea, Bholooa Ghossee, Dinnoo Chowdry, and in the Hindee department, Kissun Chunder, Rajnarain Banerjee, Gopaul Panday, and they are recommended for prizes.

* Acted as Teacher during the absence of the Head Master for two months and forty days, at 35 Rupees per mensem.

† Officiated as Hindu Teacher for three months and twenty-one days, at 10 Rupees per mensem.

‡ Officiated as Second Assistant Teacher for three months and twenty-one days, at 5 Rupees per mensem.

From the very favorable progress made by Tillaku Mistry, though only in the fifth class, is quite equal to those above him in the fourth class. The examiners therefore recommend that he should receive a prize."

In forwarding the report of this school, the Governor General's Agent remarks:

"It is due to Mr. Payton, the Head Master, that I should represent my belief that he does all in his power to render this institution as beneficial as circumstances will permit, to all classes for whose advantage it is designed."

Singbhoom School.

FIRST YEAR.

With reference to the letter from the Agent to the Governor General at pp. 185-186, of the report of last year, recommending, for the reasons therein stated, the abolition of the English school at Chyebassa, and the establishment in its stead of a number of Bengali schools according to the plan developed by the Agent, the following report from Captain J. C. Haughton, of the schools already set up, is published:

"Authority for the establishment of these schools was received on 11th March 1852, and application was made to the Local Committee of East and West Burdwan, Midnapore and Balasore, for teachers, but considerable delay took place in consequence of the difficulty of finding persons properly qualified willing to come on the salaries attached to the office: at length, on the dates as per margin, school-masters were appointed to four stations, *viz.*:

1 to Seraikela,
1 to Chyebassa, } in Colehan.
1 to Jyntghur, }
1 to Rogonathghur in Dhulbhoom.

* Soorjenarain Banerjee to Chyebassa, 26th July.
Koylas Chunder Bose to Seraikela, 26th July.
Umbika Churn Goopto, of Jyntghur, 30th July.
Hurochunder Bhuttacharjee, of Dhulbhoom, 23rd August.

"The masters for the first three were recommended by the Local Committee of Bancoorah, and that of the last station by the Collector of Balasore.

"A fifth school-master, (the master of the late Dr. Cadenhead's school) arrived from Sumbulpore to take charge of a second school to be established in the Colehan, but he died of jungle fever shortly after his arrival.

"The schools have been established too short a time to allow of much progress: when I examined the Chyebassa school on 1st instant, all the boys were in the initiatory stage, learning either their letters or merely to spell words.

"I regret to be obliged to report that of the four schools opened, three have been closed in consequence of the resignations or absence of the masters.

"The master of the Jyntghur school applied for two months' leave of absence for the benefit of his health, but as the Sub-Assistant Surgeon was of opinion, that there was nothing the matter with him to require change of air, and the school had not been in operation six weeks, I felt bound to refuse compliance with his request, on which he resigned.

"The master of the Chyebassa school resigned in like manner, but in his case health was not the plea on which he sought leave.

"The school-master of the Dhulbhoom school proceeded to join his school on 3rd September, and I understand opened a school for two or three days. He then left the district and subsequently wrote to inform me, that he had done so on the score of health.

"The Seraikela school is the only one which affords any grounds for satisfaction; the attendance has been respectable and regular, and the Konwer of Seraikela speaks highly of the zeal and assiduity of the school-master.

"I have now applied to parties whom I think well qualified to do so, to recommend candidates with whom they are personally acquainted for the vacant offices.

"I hope that by locating the Dhulboom school-master in a more populous part of the country than that in which the last school-master was fixed at the Rajah's request, (Rogonathghur being his place of residence,) I may succeed in inducing one to stay. I have doubts, as I have already intimated in my letter to the Governor General's Agent, No. 132 of 29th June, of any Bengali continuing long in the Colehan."

Beerbhoom School.

FIRST YEAR.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
R. B. Garrett, Esq., ...	*Civil and Sessions Judge.*
R. Abercrombie, Esq., ...	*Officiating Collector, Secretary.*
C. W. MacKillop, Esq., ...	*Officiating Magistrate.*
Mouluvee Nujoomal Huq, ...	*Principal Sudder Ameen.*
W. C. Spencer, Esq., ...	*Assistant to Magistrate and Collector.*
Babu Govind Chunder Chowdhery.	

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Nobin Chunder Doss, ...	*Head Master*, ...	150	7th Nov. 1851.
„ Omes Chunder Ghose, ...	*Second Master*, ...	60	7th Nov. 1851.
„ Koonjbehari Chuckerbutty,	*Third Master*, ...	30	7th Nov. 1851.
Servants, ...	... ...	14	
	Total, Co.'s Rs., ...	254	

The following is the report of the Local Committee:

"There was only one candidate for a junior scholarship, Purranunda Mookerjee, the result of whose examination is given below.

Etymology—"Examined by Mr. Abercrombie, who considers that the candidate gave generally creditable answers to the questions put to him, though they were not such as in his opinion to entitle him to a scholarship.

Literature.—"Mr. Garrett reports that the candidate was given eight questions from the Poetical English Reader. The total number of marks, at 4 for each question, is 32, of which 18 have been assigned as the total value of his answers. The examiner does not consider that the candidate is entitled to a scholarship.

History.—"Examined by Dr. Craddock, who reports that the candidate was given 12 questions of the value of 100 marks. His answers were valued at 80, and deemed satisfactory by the examiner, who considered that the candidate had passed for a scholarship.

Geography—"Examined by Dr. Craddock, who assigned 81 marks out of 100 for the answers of 12 questions. The result was considered satisfactory by the examiner, who deemed the candidate qualified for a scholarship.

Mathematics—"Examined by Mr. Hampton, who reports that the candidate answered 24 out of 30 questions in algebra, geometry and arithmetic, in a satisfactory manner, and he considers him entitled to a scholarship.

English and Bengali Translations—"Examined by Babu Govind Chunder Chowdhery, who reports that the result was unfavourable."

General Annual Examinations.

First Class, First Division, Grammar.—"Mr. Abercrombie examined the boys in this department, and considered Mohindronarain Mookerjee and Benud Behary Sein, the most proficient. They answered correctly all the questions put to them and appeared to understand the subject.

Literature.—"Mr. Garrett examined the boys in literature, and states he found Doorgachurn Bhur and Shama Churn Mookerjee nearly equal, but the former superior in reading.

Mathematics.—"Mr. G. B. Hampton reports: 'The boys examined in this class were tested in arithmetic by questions from Rule of Three and Interest, and they acquitted themselves in the following order:

"'Mohindronarain Mookerjee, Shamacharn Mookerjee, Isserchunder Mittre, Bykauntnath Huzra.'

"'Of the boys examined in the first book of Euclid, Doorgachurn Bhur acquitted himself the best, having answered and solved every question correctly.'

Geography.—"Dr. Craddock: 'The whole of these boys appeared to be making satisfactory progress.'

History.—"The same examiner remarks: 'The boys of this class appear to be getting on in a satisfactory manner.'"

First Class, Second Division, Grammar.—"Mr. Abercrombie:—'Radhica Prosaud Singh was decidedly the best scholar in this class. Both divisions of it do great credit to the Head Master, who has evidently spared no pains, not only in making the boys get the subject by heart correctly, but especially in explaining it to them.' In literature Mr. Garrett reports three boys to have passed extremely well.

Geography.—"Dr. Craddock: 'The boys generally in this division appear to be progressing satisfactorily.'"

Second Class, Grammar.—"Mr. Abercrombie reports: 'Four boys were selected as the best, Ramkolyan Sein, Lalla Behary Lall, Punchanan Chobay and Shoshee Bhooshun Banerjee, the first of whom was considered to be most master of his subject. Many of the remaining boys of this class gave correct answers, but evidently had got up the lessons by heart, and when asked, did not appear capable of explaining what they had uttered.'

Literature.—"Mr. Garrett's report of the boys selected by him as the best in the subject is favorable.

Mathematics.—"Mr. Hampton states: 'I was pleased in the way the boys answered the questions set them.'

Geography.—"Dr. Craddock's report speaks favorably of the progress of the pupils, who seem to have understood what little they had learnt.

History.—"No report.

Third Class.—"There are fifty-seven boys in this class, twenty-six of whom read Prose Reader No. I. and Murray's Spelling-book; the rest learn only spelling. Their reading and working of arithmetical examples as far as simple multiplication, were pretty fair; and in explanation, spelling and parts of speech, their answers were very satisfactory. On the whole the result indicates that the boys were carefully instructed, and reflects much credit on the teacher, Babu Koonjbehari Chuckerbutty.

"The following boys, whose names stand in the order of merit, deserve prizes:

Pittamber Dey.	Protab Chunder Mookerjee.
Korally Kinker Mookerjee.	Gudda Dhur Gurran.

"Babu Govind Chunder Chowdhery, who also conducted the general examination of the school in Benguli, gave his opinion, which, translated into English, stands thus:

"'On 9th October I examined the boys of the three classes in orthography and pronunciation and found them well instructed. There was also evidence of further improvement in time.'

Remarks.—"The Committee beg to record their opinion, that though Poranunda Mookerjee has passed a creditable examination, the result in all the subjects was not sufficiently favorable to warrant their recommending him for a scholarship; but they feel convinced that if he will only persevere in his studies for the next year, he will then be fully qualified for the distinction.

"The Committee not being aware how many prizes will be allotted by the Council for distribution amongst scholars, defer awarding them to any particular scholar at present, as they do not know whether the number allowed will be sufficient to give one to each best boy of the different divisions into which the school has been divided.

"The Committee cannot conclude their report without recording their entire satisfaction with the three teachers attached to the school, who, in their opinion, deserve great credit for the very excellent examination passed by the boys. The Head Master, in particular, has proved himself worthy of his post."

Barrackpore School.

Local Committee on the 30th September 1852.

NAMES OF MEMBERS.	DESIGNATION.
G. Bright, Esq, - - - - - - - - - -	*Joint Magistrate of Serampore, Secretary.*

Establishment on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Bhuggobutty Churn Ghose,	*Head Master,* - - - - - - -	50	30th Aug. 1848.
,, Gooroodoss Chatterjee, -	*Second Master,* - - - - - -	25	17th Mar. 1848.
,, Jadub Chunder Goopt, -	*Third Master,* - - - - - - -	15	18th June 1848.

Local Receipts and Disbursements.

Resources of Annual Income.				Nature of Charge.	Actual Charges for 1851-52.	
Separate Fund.	Assignment from Parliamentary Grant.	Total	Establishment and Expenses as fixed by Government.		Items.	Total.
Fixed monthly contribution from the Durbar Fund, - -	0	960	0	Establishment, - -	1,112 12 9	
Actual average of the Schooling fees during the last 12 months, 48-8-0.- -	0	582	0	Contingent, including Stationery, &c., - -	100 8 0	
		1,542	0			1,213 4 9

The following is Mr. Graves's report on the examination of this school held by him:

"This school was last examined by me in 1850. On the present occasion the lower classes exhibited a marked improvement in *reading*.

"I regret to observe that the boys are not taught to write. The Head Master informed me that no stationery is allowed for the purpose. I would respectfully repeat the suggestion made in my former report, that writing should be made a branch of instruction in the school, as it would involve a very small expense, which could be defrayed from the surplus of the school revenue.

"In arithmetic, the boys of the second and third classes were, with scarce an exception, unable to do anything. The Head Master reported to me that these classes had laboured under much disadvantage from the long absence, on sick leave, of two of the teachers.

"I would, with all deference to the higher authorities, express my opinion that in a school of this description, it is disadvantageous to its general welfare, that the time of the Head Master should be occupied in preparing *one* or *two* boys for the junior scholarship examination.

"There is no scholarship attached to the school, and there is but slight chance of those boys competing successfully with the students of the collegiate schools. I would recommend that the course of instruction be limited to that of the junior divisions of the collegiate schools, and that one or two of the most promising boys be annually transferred as free students to the senior school of the Hooghly College, this privilege being confined to boys, who, in the opinion of the examiner, are likely to become eventually junior scholars."

Vernacular Schools.

The following is the report on the Vernacular Schools for the past year:

"This is the only school remaining in this division. At the commencement of the year 1851 the number of pupils was 60, during the year 12 were admitted, and 19 withdrawn. The amount of schooling fees realized was rupees 32-3, which added to a balance of rupees 52-13-6 of former years, makes a total of rupees 85-0-6. Out of this rupees 31-10 was expended in repairs under orders of the Revenue Board, 30th May 1851, and 4th July 1851, and rupees 3 1-2-6 transferred to the credit of the Council of Education in the Shahabad Treasury, Orders of Board, 25th July 1851. The amount expended by the Government during the year on account of the school was rupees 220, the cost per head being rupees 9-9-0½. Twenty-eight books were sold and rupees 5-4 realized.

Patna Division.		
District.	School Stations.	Average daily attendance.
Shahabad, ...	Buxar, ...	45

Number of Schools allotted, ...	14
In operation, ...	1
Non-effective, ...	13

"The Commissioner recommends the abolition of the school. He adds his own opinion to that effect, to that expressed by Mr. Lautour who visited it, and was dissatisfied with the master. The school has failed to realize the expectations that were formed of it."

The school was accordingly directed to be abolished by the Council on the 29th May 1852.

"Six schools have been in operation during the past year, and all of them are favorably spoken of. At the commencement of the year the number of pupils was 274, at the close 382, exhibiting an increase of 108. The amount of schooling fees was rupees 127-11-0½; expense incurred on account of schools rupees 1,519·8-9; cost per head rupees 7-7-8. Number of books sold 312; realized rupees 137-3-6.

Bhaugulpore Division.		
Districts.	School Stations.	Average daily attendance.
Monghyr, ...	Sudder Station,	21
	Sheikpoora, ...	25
	Teghrah, ...	20
Purneah, ...	Purneah, ...	29
Maldah, ...	English Bazar,..	66
	Sheebgunge, ...	34
	Total, ...	203

Number of Schools allotted, ...	17
In operation, ...	6
Non-effective,...	11

"The school at Teghrah, in the district of Monghyr, was established under sanction of letter of Sudder Board dated 13th July 1851, and is likely to do well from the interest excited among the zemindars in its success. The Commissioner visited the school in February last, and was satisfied with the commencement made by the master.

"The Purneah School was directed to be abolished if it exhibited no improvement within a year. Although the number of scholars had not been on the increase, their progress was visible. The Commissioner therefore recommends a further trial.

"The Maldah English Bazar School is highly spoken of, as 'the only school in the whole division which reflects credit on the Gov. scheme of education.' Its success is attributed principally to the exertions of the master, Harran Chunder Ghuttack, 'who richly deserves to have his salary increased.'

The Commissioner recommends the following donations to be given to the undermentioned masters out of the schooling fees of the year 1851 :

Shaikh Yahid-ooddin, ...	Town of Monghyr, ...	Rs. 10
Lala Sheo Sahoy, ...	Sheikhpoora, ...	„ 10
Mouluvee Ahmud, ...	Purneah, ...	„ 20
Harran Chunder Ghuttack,	Maldah, ...	„ 50
	Total, ...	90

"The school at the sudder station of Bhaugulpore was abolished in July last, agreeably to the Board's Orders of that month. The Commissioner strongly advises that the school-house (raised by subscription) or the proceeds of its sale be devoted to educational purposes on the spot, or to the station dispensary, and not carried to the credit of the Government. There is still in the Local Treasury a balance of rupees 254-12-4 out of which the building might be kept in repair, if it is not sold. In that case the proceeds to be devoted to the purchase of maps and books for other schools, or transferred to the station dispensary, now supported by private subscription. Should the house be kept up it may be made over to the Rev. Mr. Droese, who has applied to convert it into a Missionary School. Great dissatisfaction is said to have been felt by the zemindars on a former occasion when a school erected by their contributions at the station had been sold and the proceeds carried to the credit of Government."

The request of the Revd. Mr Droese was complied with by the Council.

"The five schools noted in the margin had 292 pupils at the commencement of the past year, and 282 at the end of it. There were 175 admissions and 185 withdrawals. The expenditure was rupees 1,284-10-8, the cost per head rupees 5-12. The amount of schooling fees of the session rupees 223-3-11, which added to rupees 297-2-5, the balance of the former year, becomes rupees 520-6-4; out of this rupees 140-7-11 was disbursed. The number of books sold was 464, the amount realized rupees 189-8-6. The Commissioner remarks that although the number of pupils during the past year was not

Moorshedabad Division.		
Districts.	School Stations.	Average daily attendance.
Beerbhoom, ...	Hatempore, ...	26
Bograh,.... ...	Bograh,...	62
Moorshedabad,	Sydabad, ...	63
	Kandee, ...	50
Rungpore, ...	Bagoorcah, ...	25
	Total, ...	226

Number of Schools allotted, ...	17
In operation,...	5
Non-effective, ...	12

much greater than that at the end of 1850, the general average attendance was higher in 1851 than in 1850, while there was a decided increase in the schooling fees, rupees 143-5-2 being collected in 1850, rupees 223-3-11 in 1851.

"In noticing the paucity of scholars at the school of Hatempore in zillah Beerbhoom, the Commissioner is undecided whether the circumstance is attributable to the inefficiency of the master (who was appointed on the 26th July last) or to the presence of another, a private school, in the district, to which it is said 'that boys flock in numbers.' He recommends the abolition of the Government Institution if there be a good private one in the neighbourhood; but not until the real grounds of its unsuccessful condition are ascertained. He promises to report fully hereafter."

In a letter received from Mr. Bright, Assistant Collector of Moorshedabad, dated 8th April, the schools at Sydabad and Kandi are stated to "have showed a good deal of attention and care on the part of the masters," who are each recommended for a donation of 16 Rs.

"A native zemindar, Babu Bipro Churn, takes a great interest in the school, which, he says, would count 100 boys if provided with a good master.

"The school at the sudder station of Bograh is very favorably reported of. It has increased in pupils from 46 in 1850 to 62 in 1851, in schooling fees from 30-14 to 51-8. Mr. Taylor, the previous commissioner, attributed the increase to a few pupils having obtained situations in the local courts.

"The head teacher is recommended to receive a donation of Rs. 31-8-0.

"The school at Bagooreah in zillah Rungpore is stated to be the worst in the division, chiefly from the little attention it has received and is capable of receiving from the Commissioner. Another station is named Moheegunge, to which it is recommended that the school be removed.

"This is the only school remaining in the division. The schooling fees during the past session have been rupees 47-5-0, the balance of the former year being rupees 26. The disbursement during the year was rupees 52-5. The cost to the Government was rupees 300, the cost per head rupees 4-9-10-3. The number of books sold was 535, amount realized rupees 181-1-3.

Dacca Division.		
District.	School Stations.	Average daily attendance.
Mymensing, ...	Nusseerabad, ...	65

"The Commissioner states that having taken charge of the division lately, he had not inspected the school personally, but judges it to be in a very flourishing condition from the report of Mr. Collector Sturt.

"The Commissioner thinks the number of pupils too large to be efficiently taught by one master, and recommends that an assistant, on a salary of rupees 12, be appointed, and likewise that an addition of rupees 5 be made to the pay of the present master Janokey Churn Bose, whose salary is rupees 25.

"The study of Plane Geometry and the first principles of surveying is recommended to be introduced at the school."

"At the end of the year under review there were eight schools in operation in this division. The daily average attendance at each is noted in the marginal statement. The schooling fees realized amounted to rupees 195-3-10; the balance of former years rupees 557-1-5, making up a total, rupees 752-5-3; out of this rupees 398-9-10½ were expended. The amount expended by the Government was rupees 1,820; cost per head 7-9-10. The number of books sold 175; amount realized rupees 69-3-5. The number of pupils at the commencement and close of the year was 323 and 365, respectively, exhibiting an increase of 42 pupils. The withdrawals and admissions were 149 and 201. The greatest fluctuations took place at the sudder stations of Cuttack, Pooree, Balasore, and Midnapore. In these Institutions the following withdrawals and admissions took place:—

Cuttack Division.		
Districts.	School Stations.	Average daily attendance.
Cuttack, ...	Kendrapara, ...	24
	Mahasingpore, ..	29
Pooree, ...	Pooree, ...	26
	Khoordah, ...	16
Balasore, ...	Balasore, ...	33
	Bhuddruck, ...	18
Midnapore, ...	Midnapore, ...	64
	Gugnessur, ...	29
	Total, ...	239

Number of Schools allotted, ...	11
In operation, ...	8
Non-effective, ...	3

	Cuttack.	Pooree.	Balasore.	Midnapore.
Withdrawals, ...	33	29	16	53
Admissions,.....	36	32	22	83

"Of the result of the examination of the Kendrapara School, the commissioner does not speak in satisfactory terms. He judged only from the figured statements. The Institution had not been visited by Mr. Wilkins, the present officiating collector of the district, or his predecessors.

"The examination of the Mahasingpore School is reported to have been more satisfactory. The school-master's qualifications have been suspected. It is proposed that Mr. Wilkins be requested to send for him and report upon his efficiency after personal examination.

"The Commissioner remarks: 'Upon the whole there appears to have been a falling off in the Cuttack Schools, which is no doubt in some measure attributable to the little interest which appears to have been taken in them by the local authorities during the past year.'

"The Pooree School is highly spoken of. It numbered 32 pupils at the commencement and 43 at the close of the year. The increase is attributed to the zeal and assiduity of the master, who has received a superior education at the English School at Cuttack. Mr. Forbes recommends that a donation be made to him of the surplus schooling fees, rupees 18-12. The school was examined by Mr. Forbes once in the presence of the Local Committee on the 7th December 1851, and again before the Secretary, Council of Education, on the 27th idem.

"Mr. Forbes reports the opening of an English class at the Pooree School, which has been attended with most remarkable success. This, the commissioner considers to be inconsistent with the object with which the Vernacular School was established.

"Of the Khoordah School Mr. Forbes remarks 'that it does little credit either to the master or the Government.'

"The master is a well-intentioned man, but he is utterly destitute of qualification. Great importance is attached by the commissioner to the imparting of instruction to the semi-civilized tribes about Khoordah and the hill estates. Mr. Forbes proposed that two masters, with salaries of Rs. 20, and 25 each, may be placed at his disposal, withdrawing of course the present Khoordah pundit. Two schools at that locality are considered necessary. The Commissioner suggests that these recommendations be adopted, and states that in his opinion the best situation for another school in the Khoordah district would be Baripúr in the immediate vicinity of the Khoond districts of Arrang and Baramahl. It is to be observed that the full complement of schools allotted to the Cuttack district is not yet in operation.

"There is nothing remarkable to be noticed regarding the schools of Balasore and Bhuddruck. Improvement was visible; the masters disposed to do their duty. The master of the latter was inferior to his predecessor; but his pay was rupees 15 only, insufficient to secure the services of a really good teacher.

"The school at Midnapore is in a prosperous condition. Mr. Bayley when collector of the district visited the school once a month attended by the native members of the Local Committee. The master had taken charge of the school with 11 pupils, June 1848, and increased their number to 128. Mr. Bayley recommended that his salary be raised from rupees 20 to rupees 30, in accordance with Government Orders, No. 158, dated 8th March 1849. The Commissioner supports this recommendation. Under orders of the Revenue Board, No. 214, dated 25th October 1850 an assistant teacher has been appointed for whom the balance of schooling fees, amounting to rupees 20-10-7½, will be appropriated.

"The Gungnessur School does not require special notice.

"The *figured* statement in the margin exhibits 12 schools in operation in the Jessore division. There are now 13, one at Ooterparah having been established since Mr. Bruce's tabular statement includes it, but shows no attendance of pupils.

Jessore Division		
Districts.	School Stations.	Average daily attendance.
Bancoorah, ...	Bishenpore, ...	40
	Sonamookee, ...	34
Burdwan, ...	Culna, ...	60
Baraset,... ...	Jogoolee,... ...	53
	Chota Jogoolee,	76
Hooghly... ...	Bomerch,... ...	53
	Kannagore, ...	76
	Mancoondoo, ...	94
Jessore,... ...	Magoorah, ...	27
24-*Pergunnahs*,	Mojilpore, ...	48
	Moneerampore,.	35
	Rajpore, ...	33
	Total, ...	629

Number of Schools allotted, ...	19
In operation, ...	12
Non-effective, ...	7

"The number of pupils on the rolls of the various schools at the commencement of the year was 670; the number of withdrawals 279; admissions 356; at the close of the year 747,—an increase of 77. The schooling fees collected amounted to rupees 502-5-6; balance of former years Rs. 1,895-10-7; the local disbursement rupees 1,264-10-11½, leaving a balance of rupees 1,179-4-1½. The expenses amounted to rupees 2,724-1-0, the cost per head being rupees 4-5-3. The number of books sold was 540; amount realized rupees 137-8-11.

" Mr. Russell reported favorably of the schools in the Bancoorah district. The school-masters at Sonamookee and Bishenpore are active and zealous in the discharge of their duties. They are not distinctly recommended for donations, although Mr. Russell states that one of them reminded him of the Government order on the subject.

" Of the schools in zillah Baraset only one, *viz.*, Chota Jogoolee, had been reported on from personal inspection. There has been a falling off in this school, attributed by the Local Committee to the withdrawal of the principal pupils, and the inability of others to purchase many of the books required. An assistant teacher was entertained who was paid out of the fees.

"The Collector of Burdwan had not visited the school in his district, but the result of two examinations by the Abkarree Superintendent is stated to have been satisfactory.

" Two reports of the Hooghly Schools have been submitted by Messrs. Buckland and Martin, which the Commissioner consider to be very creditable to those officers.

" Mr. Buckland speaks favorably of the Kannagore School, but not of the head master, Modusuden, it being impossible to have 80 boys instructed by him without any assistance. Certain inhabitants have subscribed to raise the sum of rupees 5 monthly for the services of an additional teacher. The incumbent is well reported of by Mr. Martin, who suggests that he may be allowed rupees 5 from the schooling fees monthly.

" Since the above report was forwarded, Modusuden has resigned and has been succeeded by Bani Coomar, who was recommended by Babu Joykissen Mookerjee.

" Mr. Martin examined the school at Mankoondoo in December last and reports favorably on the whole. It numbered 105 pupils, with only one master to instruct them. He had been attached to the Institution 7 years, and although strongly recommended for promotion by Mr. Reid in March 1848, was still in the third or last grade. Mr. Martin proposed his promotion to the second grade, there being at the same time a vacancy of that grade in the district. He moreover proposed the entertainment of an additional teacher on 5 rupees monthly payable from the schooling fees. The Commissioner supports these recommendations.

" Mr. Martin reports of the Bomchee school-master as 'the reverse of intelligent.' The Commissioner observes that he should pass an examination. The school itself is in a creditable state.

" The Kannagore school-master is spoken of by Mr. Martin in the same unfavorable manner as by Mr. Buckland, whose suggestion to pay the second master out of the schooling fees is confirmed.

" The Jessore School had not been visited or reported upon.

" The schools in the 24-Pergunnahs are in good condition. The Collector recommends the following masters for donations:

Majilpore,	..... Rs.	50
Muneerampore,	..... „	40
Rajpore,	..... „	30

"The Collector, Mr. Torrens, does not report from personal inspection, on the Majilpore School, but that a Committee of Native Gentlemen who superintend it represent its progress as creditable.

"The same cannot be said of the Muneerampore School, which however is attributed by Mr. Torrens not to the master, but to the locality, there being many other schools in the vicinity, and the schools in Calcutta being so easily accessible. It is therefore suggested to remove it from Muneerampore to Barripore. A zemindar, Babu Sadanand Roy Chowdhry, has come forward to promise accommodation in case the school be removed.

"The condition of the Rajpore School is stated to be highly creditable both to the master and to the committee who preside over it. Mr. Torrens suggests, and the Commissioner recommends the adoption of his suggestion, that the committee receive an acknowledgment from the Council of the interest and pains taken by them in the welfare of the Institution."

APPENDIXES.

SCHOLARSHIP QUESTIONS.

SENIOR SCHOLARSHIPS, 1852.

Literature Proper.

FIRST AND SECOND COLLEGE CLASSES.

Morning Paper, from 10 *to* 1½.

MACBETH.

I.

ENTER LADY MACBETH, READING A LETTER.

" *Lady M.* Glamis thou art, and Cawdor; and shalt be
What thou art promis'd;—yet do I fear thy nature;
It is too full o' the milk of human kindness,
To catch the nearest way. Thou would'st be great;
Art not without ambition; but without
The illness should attend it. What thou would'st highly,
That would'st thou holily; would'st not play false,
And yet would'st wrongly win; thoud'st have, great Glamis,
That which cries, " Thus must thou do, if thou have it;
And that which rather thou dost fear to do,
Than wishest should be undone." Hie thee hither,
That I may pour my spirits in thine ear,
And chastise with the valour of my tongue
All that impedes thee from the golden round,
Which fate and metaphysical aid doth seem
To have thee crown'd withal."

Explain all the meaning of this, clearly, and fully.

II.

Carefully compare, and discriminate between, the characters of Macbeth and Lady Macbeth.

III.

"*Macb.* If it were done when 'tis done, then 'twere well
It were done quickly : if the assassination
Could trammel up the consequence, and catch,
With his surcease, success ; that but this blow
Might be the be-all, and the end-all here,
But here, upon this bank and shoal of time,—
We'd jump the life to come.—But in these cases
We still have judgment here ; that we but teach
Bloody instructions, which, being taught, return
To plague the inventor : this even-handed justice
Commends the ingredients of our poison'd chalice
To our own lips."

Explain clearly the meaning of this passage, in language free from metaphor.

IV.

"*Macb.* Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee :—
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling, as to sight? or art thou but
A dagger of the mind, *a false creation,*
Proceeding from the heat-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw."

Explain Shakspeare's Theory of Apparitions as illustrated in this play, in Hamlet, Julius Cæsar, &c. ; and state whether or not it is confirmed by modern science.

Describe the state of Macbeth's mind whilst he utters these words, by a quotation from Julius Cæsar.

Quote the words of the Queen in Hamlet which express the same sense exactly as those in italics.

V.

" *Mach.* To be thus, is nothing:
But to be safely thus:—Our fears in Banquo
Stick deep; and in his royalty of nature
Reigns that which would be fear'd; 'tis much he dares;
And to that dauntless temper of his mind,
He hath a wisdom that doth guide his valour
To act in safety. There is none but he
Whose being I do fear; and *under him*
My genius is rebuk'd; as, it is said,
Mark Antony's was by Cæsar."

Is it in reality the fear of Banquo that torments Macbeth? If not, what is it?

Does the Poet answer any two-fold purpose by making Macbeth thus extol Banquo?

Quote the passage from Antony and Cleopatra which is an improvement upon the italics.

What celebrated philosopher does Macbeth follow in speaking of his " genius"?

VI.

" *Macb.* We have scotch'd the snake, not kill'd it;
She'll close, and be herself; whilst our poor malice
Remains in danger of her former tooth.
But let the frame of things disjoint, both the worlds suffer,
Ere we will eat our meal in fear, and sleep
In the affliction of these terrible dreams,
That shake us nightly: Better be with the dead,
Whom we, to gain our peace, have sent to peace,
Than on the torture of the mind to lie
In restless ecstacy. Duncan is in his grave;
After life's fitful fever he sleeps well;
Treason has done his worst: nor steel, nor poison,
Malice domestic, foreign levy,—nothing,
Can touch him further!"

Explain all that is suggested by, and implied in, this passage with reference to Macbeth's feelings, and mental and moral condition.

VII.

"*Macb.* Ere the bat hath flown
His cloister'd flight; ere, to black Hecate's summons,
The shard-borne beetle, with his drowsy hums,
Hath rung night's yawning peal, there shall be done
A deed of dreadful note.

Lady M. What's to be done?

Macb. Be innocent of the knowledge, dearest chuck,
Till thou applaud the deed. Come, seeling night,
Scarf up the tender eye of pitiful day,
And, with thy bloody, and invisible hand,
Cancel, and tear to pieces, that great bond
Which keeps me pale."

Point out all the circumstances suggested, or alluded to, by the figurative expressions in this passage.

In another place Hecate is 'pale';

"Witchcraft celebrates
Pale Hecate's offerings."

Explain the apparent discrepancy.

VIII.

Illustrate briefly the confused character of the Superstition reflected in this Tragedy.

IX.

Illustrate, by means of its most striking features, the great moral cautions conveyed by this tragedy;—the fulness of its moral scope and purpose.

X.

"Where the Norweyan banners flout the sky,
And fan our people cold."
"Say why,
Upon this blasted heath you stop our way."

"Upon the corner of the moon
There hangs a vap'rous drop profound."
"I have words
That would be howl'd out in the desert air."

" Wicked dreams
Abuse the curtain'd sleep."

Quote passages from our Literature which are, more or less, imitations of these extracts from Macbeth.

FIRST, SECOND AND THIRD COLLEGE CLASSES.

Afternoon Paper, from 2 to 5½.

JOHNSON'S RAMBLER.

XI.

Explain why mythological beings are properly introduced into Comus, but improperly into Lycidas,—according to Johnson.

XII.

" Together both, ere the high lawns appear'd
Under the opening eye-lids of the morn,
We drove a field, and both together heard
What time the grey fly winds her sultry horn,
Battening our flocks with the fresh dews of night."

Johnson, in his criticism of Lycidas, says, "In this poem there is no nature, for there is no truth.—We know that they never drove a field, and that they had no flocks to batten."

Is the criticism just?

Explain the difference between nature and truth, and poetry.

XIII.

Describe the construction of the Spenserian Stanza.
What are Johnson's objections to it?
Why did Thomson, Beattie, Byron and Shelley adopt it?

XIV.

" So eagerly the fiend
O'er bog, or steep, through strait, rough, dense, or rare,
With head, hands, wings, or feet, pursues his way,
And swims, or sinks, or wades, or creeps, or flies."

Criticise the music of these verses.

XV.

" O now, for ever,
Farewell the tranquil mind! farewell content!
Farewell the plumed troop, and the big wars,
That make ambition virtue! O, farewell!
Farewell the neighing steed, and the shrill trump,
The spirit-stirring drum, the ear-piercing fife,
The royal banner; and all quality,
Pride, pomp, and circumstance of glorious war."

Criticise the pauses in these verses, upon Johnson's principles.
What advantage has blank verse over rhyme, with reference to pause?

XVI.

" Now pursuing, now retreating,
Now in circling troops they meet.
To brisk notes in cadence beating
Glance their many-twinkling feet.
Slow melting strains their Queen's approach declare;
Where'er she turns, the graces homage pay;
With arms sublime that float upon the air,
In gliding state she wins her easy way."

Point out, and explain the reason of the transition in the measure of these verses.

XVII.

" Over hill, over dale,
Through bush, through briar,
Over park, over pale,
Through flood, through fire;
I do wander every where,
Swifter than the moone's sphere."

Scan these verses.
What remark by Johnson on the use of the vowels do the last verses illustrate?
Point out the transition in the measure, and explain the occasion of it.

XVIII.

" There are who deaf to mad ambition's call
Would shrink to hear the obstreperous trump of fame,
Supremely blest, if to their portion fall
Health, competence, and peace."

" Now air is hush'd, save where the weak-ey'd bat
With short shrill shriek flits by on leathern wing,
Or where the beetle winds
His small but sullen horn."

" Then at the last and only couplet fraught
With some unmeaning thing they call a thought,
A needless Alexandrine ends the song,
That like a wounded snake, drags its slow length along."

Illustrate, by means of these quotations, the power of sound and time, respectively, to represent sense.

XIX.

" Now morn, her rosy steps in the eastern clime
Advancing, sow'd the earth with orient pearl,
When Adam wak'd, so custom'd; for his sleep
Was aery-light, from pure digestion bred,
And temperate vapours bland, which the only sound
Of leaves and fuming rills, Aurora's fan
Lightly dispers'd and the shrill matin song
Of birds on every bough."

Is any part of this beautiful passage objectionable upon true principles of criticism?

XX.

" Come, thick night,
And pall thee in the dunnest smoke of hell!
That my keen knife see not the wound it makes;
Nor heaven peep through the blanket of the dark
To cry, *Hold, hold!*"

Johnson objects to this passage, which he ascribes by mistake to Macbeth, meanness of expression. "Dun," "knife," "blanket," are unsuited to the dignity of the ideas, in his opinion.

Criticise Johnson's criticism.

XXI.

"*Hotspur.* By heaven, methinks, it were an easy leap,
To pluck bright honour from the pale-fac'd moon;
Or dive into the bottom of the deep,
Where fathom line could never touch the ground,
And pluck up drowned honour by the locks."

"*Coriolanus.* What is this?
Your knees to me? to your corrected son?
Then let the pebbles on the hungry beach
Fillip the stars; then let the mutinous winds
Strike the proud cedars 'gainst the fiery sun;
Murd'ring impossibility, to make
What cannot be slight work."

"*Cæsar.* Danger knows full well,
That Cæsar is more dangerous than he.
We were two lions litter'd in one day,
And I the elder and more terrible."

Criticise these sentiments upon Johnson's principles.

XXII.

"I was never permitted to sleep till I had passed through the cosmetick discipline, part of which was a regular lustration performed with bean-flower water and May dews; my hair was perfumed with a variety of unguents, by some of which it was to be thickened, and by others to be curled. The softness of my hands was secured by medicated gloves, and my bosom rubbed with a pomade prepared by my mother, of virtue to discuss pimples, and clear discolorations."

Test these words from the Rambler, supposed to be spoken by a young lady, by applying to them Johnson's canon for determining the propriety, or impropriety of expression.

XXIII.

"Observations like these are commonly nothing better than covert insults, which serve to give vent to the flatulence of pride."

"Of these adscititious passions, some, as avarice and envy, are universally condemned."

"Experience soon shows us the tortuosities of imaginary rectitude, the complications of simplicity, and the asperities of smoothness."

"Sorrow is the putrefaction of stagnant life, and is remedied by exercise and motion."

Criticise these quotations from the Rambler.

XXIV.

"Hasty compositions, however they please at first by flowery luxuriance, and spread in the sunshine of temporary favour, can seldom endure the change of seasons, but perish at the first blast of criticism, or frost of neglect."

"We should then find out the absurdity of stretching out the arms incessantly to grasp that which we cannot keep, and wearing out our lives in endeavours to add new turrets to the fabric of ambition, when the foundation itself is shaking and the ground on which it stands is mouldering away."

Divest the sense of these quotations of metaphor, and express it in plain language.

THIRD AND FOURTH COLLEGE CLASSES.

Morning Paper, from 10 *to* 1½.

THOMSON'S SEASONS, AND CASTLE OF INDOLENCE.

I.

"Ye that keep watch in heaven as earth asleep
Unconscious lies, effuse your mildest beams,
Ye constellations, while your angels strike,
Amid the spangled sky, the silver lyre."

Explain the difference between poetry and truth, through these verses.

What is the difference between poetry and a lie?

What is the scope, or end of poetry? Mention some of the means through which the poet effects his purpose.

What classical superstitions are alluded to in the two last verses?

II.

"Hung o'er the furthest verge of heaven, the sun
Scarce spreads through ether the dejected day.
Faint are his gleams, and ineffectual shoot
His struggling rays in horizontal lines
Through the thick air; as, cloth'd in cloudy storm,
Weak, wan, and broad, he skirts the southern sky;
And soon descending to the long, dark night,
Wide-shading all, the prostrate world resigns."

Point out the words in this description which are used figuratively; and explain the effect of the figurative use of each.

III.

"The full ethereal round,
Infinite worlds disclosing to the view,
Shines out intensely keen; and all one cope
Of starry glitter glows from pole to pole.
* * It freezes on;
Till morn, late rising o'er the drooping world,
Lifts her pale eye unjoyous."

What is the difference between "the full ethereal round," and "all one cope"?

Why "*full*" round? and "all *one*" cope? Is there more than '*one*' cope?

By what image is morn here represented?

Point out the circumstances in which the two resemble each other.

IV.

"Nor can the Muse the gallant Sidney pass;
The plume of war, with early laurels crown'd,
The lover's myrtle, and the poet's bay."

Explain the allusions contained in these verses.

V.

" Thine a steady More,
Who, with a generous, though mistaken zeal,
Withstood a brutal tyrant's useful rage;
Like Cato firm, like Aristides just,
Like rigid Cincinnatus nobly poor;
A dauntless soul erect, who smiled on death."

Point out all the allusions contained in this passage.

VI.

" Bacon
Led forth the true philosophy;
He led her forth,
Daughter of Heaven! that, slow-ascending still,
Investigating sure the chain of things,
With radiant finger points to Heaven again."

Describe the character, and tendency of Bacon's philosophy, as figured here.

VII.

" Let Newton, pure intelligence! whom God
To mortals lent, to trace his boundless works
From laws sublimely simple, speak thy fame
In all philosophy."

Under what figure is Newton here represented?
Why "*lent*"?
Shakspear and Milton both use 'lent' on similar occasions.
What laws are alluded to, and why are they called "sublimely simple"?

VIII.

" For lofty sense,
Creative fancy, and inspection keen
Through the deep windings of the human heart,
Is not wild Shakspeare thine, and nature's boast"?

Has any change of opinion taken place since Thomson's day, or is Shakspeare still considered "wild"?
Quote Milton, and Gray's verses on Shakspeare.

IX.

"Is not each great, each amiable muse
Of classic ages in thy Milton met?
A genius universal as his theme;
Astonishing as chaos; as the bloom
Of blowing Eden fair; as Heaven sublime."

Quote the verses upon Milton alluded to in the two first lines.
Point out the allusions in the three last verses.

X.

"Come on, my muse, nor stoop to low despair,
Thou imp of Jove, touch'd by celestial fire!
Thou yet shalt sing of war, and actions fair,
Which the bold sons of Britain will inspire;
Of ancient bards thou yet shalt sweep the lyre;
Thou yet shalt tread in tragic pall the stage,
Paint love's enchanting woes, the hero's ire,
The sage's calm, the patriot's noble rage,
Dashing corruption down through every worthless age."

What description of poetry does the Poet promise to write in the four first verses? Did he fulfil his promise?
In the fifth verse?
Quote the passage in Milton called up by the sixth.
Quote Gray's description of the subjects of Tragedy.
Name some of Thomson's tragedies.
Why is the poet, of all writers, bound to inculcate virtue?

XI.

"Here whilom ligg'd th' Esopus of the age;
But call'd by fame, in soul ypricked deep,
A noble pride restored him to the stage,
And rous'd him like a giant from his sleep.
Ev'n from his slumbers we advantage reap,
With double force th' enliven'd scene he wakes,
Yet quits not nature's bounds. He knows to keep
Each due decorum; now the heart he shakes,
And now with well urg'd sense th' enlightened judgment takes."

Express all the sense, and nothing but the sense, of this stanza in different language, and in prose.

Why are obsolete words introduced into the Castle of Indolence?

Why is Quin called "the Esopus of the age"?

XII.

"Bring every sweetest flower; and let me strew
The grave where Russel lies."

"She, on the bough
Sole sitting, still at every dying fall,
Takes up again her lamentable strain
Of winding woe."

"These endless numbers, swarming round,
As thick as idle motes in sunny ray."

"With milky blood the heart is overflown."

"Amid the broom he bask'd him on the ground,
Where the wild thyme, and camomoil are found."

Quote the passages from our literature of which these are imitations.

FOURTH COLLEGE CLASS.

Afternoon Paper, from 2 to 5½.

GOLDSMITH.

I.

"Pegasus has slipped the bridle from his mouth, and our modern bards attempt to direct his flight by catching him by the tail."

"Fancy restrained may be compared to a fountain, which plays highest by diminishing the aperture."

"An Englishman's virtues seem to sleep in the calm, and are called out only to combat the kindred storm."

"The English have founded an empire on the sea, build cities upon billows that rise higher than the mountains of Tippertala, and make the deep more formidable than the wildest tempest."

Explain the meaning of these passages in plain language, unadorned by metaphor.

II.

" We then only are curious after knowledge, when we find it connected with sensual happiness."

" What real good, then, does an addition to a fortune already sufficient procure? Not any. Could the great man, by having his fortune increased, increase also his appetites, then precedence might be attended with real amusement."

" Every mind seems capable of entertaining a certain quantity of happiness, which no institutions can increase, no circumstances alter, and entirely independent of fortune."

" Gratitude is never conferred but where there have been previous endeavours to excite it; we consider it as a debt, and our spirits wear a load till we have discharged the obligation."

Criticise the subject matter, and moral scope of these passages.

III.

" The distant sounds of music, that catch new sweetness as they vibrate through the long-drawn valley, are not more pleasing to the ear than the tidings of a far distant friend."

" My friend took this opportunity of letting me into the character of the principal members of the club."

" I shall never forget the beauties of my native city, Naugfan. How very broad their faces! How very short their noses! How very little their eyes! How very thin their lips! How very black their teeth!"

" The heart of a wise man should resemble a mirror which reflects every object, without being sullied by any."

" This pretty town probably derives its name from its vicinity to the county of Kent; and, indeed, it is not unnatural that it should, as there are only London and the adjacent villages that lie between them."

Characterise the style of each of these extracts from Goldsmith.

IV.

" The running brook, the herbs of the field, can amply satisfy nature; man wants but little, nor that little long."

" And what are the commodities which this colony, when established, is to produce in return? Why, raw silk, hemp, and tobacco. England, therefore, must make an exchange of her best and bravest subjects for raw silk, hemp, and tobacco!"

Goldsmith clothes the same thoughts in verse. Quote the passages from his poems.

V.

"A great lazy puddle moves lazily along."

Is this prose, or a verse?

Does it recall any line from Pope?

What is the difference between prose and blank verse?

Is poetry ever found in prose, and *vice versâ*?

Is verse ever found in prose?

VI.

"The truth is, the critic generally mistakes humour for wit, which is a very different excellence."

What is the difference between humour and wit, according to Goldsmith?

Distinguish between these two extracts.

"I had scarcely been seated according to her directions, when the footman was ordered to pin a napkin under my chin; this I protested against, as being no way Chinese; however, the whole company, who, it seems, were a club of connoisseurs, gave it unanimously against me, and the napkin was pinned accordingly."

"The author, who draws his quill merely to take a purse, no more deserves success, than he who presents a pistol."

VII.

"Neither pity, nor tenderness, which ennoble every virtue, have any place in his heart."

"Here the inhabitants of London often assemble to celebrate a feast of hot rolls and butter; seeing such numbers, each with their little tables before them, must be a very amusing sight."

"If a Duke or a Duchess are willing to carry a long train for our entertainment, so much the worse for themselves."

"Sir, you are past all hopes, and had as good think decently of dying."

"Psha, man, what dost shrink at? Here, take this coat; I don't want it; I find it no way useful to me; I had as lief be without it."

Point out any thing that appears objectionable in the expression of these passages.

VIII.

" Could these last be persuaded, as the Epicureans were, that Heaven had no thunders in store for the villain," &c

" To the wise man every climate, and every soil is pleasing; to him a parterre of flowers is the valley of gold; to such a man the melody of birds is more ravishing than the harmony of a full concert."

" To find the land disappear, to see our ship mount the waves, swift as an arrow from the Tartar bow."

" But man, base man, can poison the bowl, and smile while he presents it."

Quote passages from Shakspeare of which these are imitations.

History.

FIRST CLASS.

Morning Paper.

1. Guizot says—Two revolutions, one visible and even glaring, the other hidden and unknown, were taking place at this epoch; the first, in the kingly power of Europe, the second in the state of society, and the manners of the English people. Explain this.

2. Mention the chief proceedings of the second Parliament of Charles.

3. Give the names of the leading men in the third Parliament. What was the Petition of Rights?

4. Who were the chief advisers of Charles after the dissolution of his third Parliament?—By what means did they govern between 1629-40?

5. What effect did their tyrannical measures produce on the country at large?

6. Give the particulars of the impeachment and trial of Strafford. What was his character?

Afternoon Paper.

1. What were the first measures of reform which passed through the Long Parliament? Under what circumstances did symptoms of dissension first manifest themselves?

2. What was the Remonstrance? What was the character of Laud?

3. What was the self-denying ordinance? What was the nature of the connexion which Charles kept up with the Irish?

4. What were the proposals which Parliament made to Charles at Newcastle?

5. How do you account for the power acquired and maintained by the Independents?

6. What was the instrument of Government? What changes were made in it by the Parliament of 1657?

SECOND CLASS.

Morning Paper.

1. What was the state of the people in England at the accession of Charles?

2. Mention the chief proceedings of the second Parliament of Charles.

3. Give the names of the leading men in the third Parliament. What was the Petition of Rights?

4. Who were the chief advisers of Charles after the dissolution of his third Parliament? By what means did they govern between 1629-40?

5. What effect did their tyrannical measures produce on the country at large?

6. Give the particulars of the impeachment and trial of Strafford. What was his character?

Afternoon Paper.

1. What were the first measures of reform which passed through the Long Parliament? Under what circumstances did symptoms of dissension first manifest themselves?

2. What was the Remonstrance? What was the character of Laud?

3. What was the self-denying ordinance? What was the nature of the connexion which Charles kept up with the Irish?

4. What were the proposals which Parliament made to Charles at Newcastle?

5. How do you account for the power acquired and maintained by the independents?

6. What was the character of Charles?

THIRD AND FOURTH CLASSES.

Morning Paper.

1. Give the particulars of the dissolution of the Ghorian Empire.
2. Mention the leading incidents in the life of Gheias-u-din Bulbun.
3. Make a chronological table of the slave kings.
4. Give an account of Ala-u-din's invasion of the Deccan.
5. Make a chronological table of the conquests effected by Ala-u-din. What was his character?
6. Who was Mohammed Toghlak. Mention some of the wild schemes entertained by this monarch. What foreign accounts have been handed down to us of his court and government?
7. Give a short account of Tamerlane's invasion of India.

Afternoon Paper.

1. Draw a map of India, marking down the chief places mentioned in this period of history.
2. State what you know respecting the descent and early life of Baber. What was his character?
3. Who was Shir Khan?—Give an account of the contest between him and Humayon.
4. What change in the condition of the Rajpoots did the Mahometan conquest make?
5. Make a chronological table of the wars in which Akber was engaged.
6. State what you know respecting the civil and religious policy of Akber.

MENTAL PHILOSOPHY.

FOR THE SENIOR CLASSES.

Morning Paper.

1. What is commonly understood by the term Metaphysics? Can "Stewart's Philosophy of the Human Mind" be properly called a work on Metaphysics, using the term in its popular sense? Is there not reason to believe that the vague meaning of this term has had some effect in bringing what is clear and useful in mental science into the same discredit as what is obscure and frivolous?

2. Mention some of the peculiar difficulties inseparable from the subject of Mental Philosophy. Give some examples of that particular difficulty which lies in the imperfection of language. Show also that with improvements in language a silent advance is made in general knowledge, the classification of objects becoming on the one hand more precise, and on the other more comprehensive.

3. What modern writer was the first to draw attention to the relations which connect our thoughts together and to the laws which regulate their succession. "The attempt," it has been said, "was great and worthy of his genius." Show that it was in the true scientific direction. Some writers have considered the enumeration by the writer alluded to of the principles which regulate the succession of our thoughts as defective What answer would you give to this objection?

4. Give a brief sketch of Stewart's observations on what he calls "casual associations." Some popular errors and superstitions have their origin in "casual associations." Do you think that a careful perusal of Stewart's instructive observations on this subject is likely to have a beneficial effect in clearing the mind of these errors?

5. According to some writers the province of imagination is limited to objects of sight. What celebrated writer has given currency to this opinion? Does Stewart agree with him?

It is observed that in the rise of the fine arts, Taste is defective and Imagination vigorous; and that in their progress, the former improves and the latter declines. Can this remarkable effect be accounted for on general principles?

6. What are Stewart's views on the question of the gradual progress of society to a state of greater happiness, through the influence of education and the general diffusion of useful information? Does the history of the past lead us confidently to expect this progressive improvement in time to come?

POLITICAL ECONOMY.

Afternoon Paper.

1. Describe the nature and origin of Rent. Name the different kinds of Rent which exist in different parts of the globe.

2. What is the peculiar character of Ryot Rents? In what countries are they established, and to what circumstances do they owe their origin?

Has the Ryot in India any permanent interest in the improvement of the land which he cultivates?

3. If Government were to relinquish, supposing it possible, the whole revenue derived from land in this country, what would be the effect of such a measure on the price of food?

4. Prove that the interests of the landlords are not in opposition to those of the other classes of the community, and that the prosperity of no class can be permanently increased by the depression of the others.

5. What will be the probable effect on rents and on wages of a large increase of the precious metals?

DR. ABERCROMBIE'S PHILOSOPHY OF THE MORAL FEELINGS.

FOR THE JUNIOR CLASSES.

Morning Paper.

1. Dr. Abercrombie says, that "the light of Reason" and "the light of Conscience" are two of the sources from which we derive our knowledge of the Moral Feelings. Explain clearly what is meant by the light of Reason and the light of Conscience.

2. What reasons may be given for placing the light of Divine Revelation among the sources from which we derive our knowledge of the "Moral Feelings?"

3. Are there any truths in Moral science analogous to what are called "first truths in Intellectual science"? If there are, mention some of the most remarkable of them.

4. Point out the distinction between what are called "the active principles" of our moral nature and "the passive principles." Give some examples of each.

5. In treating of Compassion, Dr. Abercrombie notices the diversity which is found in the condition of different individuals. What important moral purposes are answered by this diversity in the condition of different individuals.

6. Point out the importance to society of the virtue of veracity. In telling a story, facts may be connected together in such a way as to convey an erroneous impression. Is such conduct to be regarded as perfectly innocent and praiseworthy, or rather as a violation of the virtue of veracity?

Afternoon Paper.

1. Certain affections are sometimes characterised as "malevolent." Some writers prefer the phrase "defensive affections." Why is the latter phrase to be regarded as more appropriate than the other?

2. The tendency of actions is to become easier and of emotions weaker by repetition. Show from these principles that if the benevolent motion be not followed by the appropriate action, the effect on our hearts will be insensibility or selfishness.

3. Describe the office of Conscience as a regulating principle in our nature. Mention some of the circumstances by which the influence of this regulating may be gradually impaired.

4. Dr. Abercrombie says, that in treating of the Moral Powers he has considered various feelings as distinct parts of our constitution, and that it may be supposed that he has unnecessarily multiplied the number of original principles. What reply does he give to this objection?

5. What do you understand by "Theories of Morals"? Mention some of the most remarkable theories of morals which have been proposed by different writers.

6. Paley lays down the proposition that virtue consists in doing good to mankind, in obedience to the will of God, and for the sake of everlasting happiness. He subsequently arrives at the conclusion that whatever is expedient is virtuous. Trace the chain of reasoning which connects this conclusion with the original proposition.

English Essay.

FIRST AND SECOND COLLEGE CLASSES.

"Strange is it, that our bloods,
Of colour, weight, and heat, pour'd all together,
Would quite confound distinction, yet stand off
In differences so mighty."

All's Well that Ends Well.

"One touch of nature makes the whole world kin."

Troilus and Cressida.

"*Arv.* Are we not brothers?
Imo. So man and man should be."

Cymbeline.

THIRD AND FOURTH COLLEGE CLASSES.

" Thyself, and thy belongings
Are not thine own so proper, as to waste
Thyself upon thy virtues, them on thee.
Heaven doth with us as we with torches do;
Not light them for themselves; for if our virtues
Did not go forth of us, 'twere all alike
As if we had them not. Spirits are not finely touched
But to fine issues."

Measure for Measure.

" No man is the lord of anything,
Though in him, and of him, there be much consisting,
Till he communicate his parts to others."

Troilus and Cressida.

" Good thoughts, though God accept them, yet towards men are little better than good dreams, except they be put in act."—*Lord Bacon.*

Bengali Essay.

Describe the advantages that have resulted from the Cultivation of the Physical Sciences.

পদার্থবিদ্যার অনুশীলন দ্বারা যে উপকার দর্শিয়াছে তাহার বর্ণন কর।

Latin Essay.

" Possunt quia posse videntur."

Pure Mathematics.

Friday, October 8th—Morning Paper.

FIRST CLASS.

DIFFERENTIAL AND INTEGRAL CALCULUS.

1. Show that $d\left(\frac{u}{v}\right) = \frac{v\,du - u\,dv}{v^2}$,

$$d.\ \cos u = -\sin u.\ du,$$

$$d.\ \tan^{-1} u = \frac{du}{1+u^2},$$

and differentiate $u = \log\left\{\frac{\sqrt{1+x^2}+x\sqrt{2}}{\sqrt{1-x^2}}\right\}$,

$u = \log\sqrt{\frac{1-\cos mx}{1+\cos mx}}$, $u = \cot^{-1}\frac{\sqrt{4ac-b^2}}{2cx+b}$.

2. If $u = f(xy) = 0$ find $\left(\frac{d^2y}{dx^2}\right)$.

3. Eliminate α and β by differentiation from the equation $(x-\alpha)^2 + (y-\beta)^2 = \rho^2$, and if in the resulting expression for ρ, $x\,y\,\frac{dy}{dx}\,\frac{d^2y}{dx^2}$ be made to have the same values as those at a given point in a curve, what does ρ become?

4. Change the equation resulting in the last example in which x is the independent variable into one in which t is the independent variable, given $x = a.\ \cos t$, $y = b.\ \sin t$, and find ρ when $t = 0$, $t = \frac{\pi}{2}$.

5. Prove Liebnitz' theorem, and write down from it $\frac{d^n u}{d x^n}$ when $u = x^m \varepsilon^x$.

6. Expand $\cos nx$ in terms of $\cos x$.

7. If a fraction assume an indeterminate form for a particular value of the variable, its limiting value may be found by differentiating separately the numerator and denominator until one or both cease to vanish.

Ex. $u = \frac{\epsilon^{mx} - \epsilon^{ma}}{(x-a)^r}$ find the limiting value when $x = a$

$u = x \log x$ ——————————— $x = o$

8. Integrate the following :

$$\frac{dx}{\cos x}, \quad \frac{x\,dx}{(a+bx+cx^2)^{\frac{1}{2}}}, \quad \frac{dx}{1+x^4}, \quad \frac{x^{\frac{1}{2}}\,dx}{1+x}, \quad \frac{dx}{(ax^4+b)^{\frac{1}{4}}}$$

9. Obtain formulæ of reduction for,

$$\frac{x^m\,dx}{\sqrt{1-x^2}} \quad \text{and} \quad \frac{dx}{(a^2-x^2)^n}$$

10. Show that $(\sin x)^m (\cos x)^n\,dx$ is immediately integrable if m or n be odd and positive, or $m + n$ even and negative.

Ex. $\int (\sin x)^4 (\cos x)^{-8} dx$.

Afternoon Paper.

1. $u = \frac{\sin m x}{\sin x}$, find the maxima and minima values of u.

$u = ax + by + cz$ and $x^2 + y^2 + z^2 = 1$ } determine whether there is a maximum or minimum, and which.

2. Inscribe the greatest ellipse in a given parallelogram.

3. Find the evolute to the curve $r = a.^{\theta}$

4. If the equation to a curve be algebraical and rational and its terms be arranged in homogeneous groups as $U_1 + U_2 + U_3 + \ldots + U_m = 0$. where U_1 contains the terms of lowest dimensions in x and y, then $U_1 = 0$ represents the system of straight lines which touch the curve at the origin : and apply this to $y^5 - a^2 xy^2 + bx^4 = 0$ which it is required to trace.

Trace also $r = a \sin m\theta$ and find its area.

5. Two circles, the distance between whose centres is always c and radii a and $2a$, have a string round them, if the larger one be fixed and the smaller circle revolve, find the locus of a point in the smaller, distant ϵ from its centre. What is the area of the curve traced ?

6. Find the curve in which the subnormal varies as the nth. power of the abscissa. What does this become when $n = 0$, 2, 5, respectively ?

7. Find the length of the cycloid, and of the evolute of the ellipse.

8. Having given that the co-ordinate of the centre of gravity of a plane area parallel to the axis of x is $\frac{\iint x\,dx\,dy}{\iint dx\,dy}$, prove that the volume of the solid described by a figure revolving through any angle about an axis is equal to the area of the plane figure $\times$ the length of the path described by the centre of gravity.

N. B.—The plane figure lies wholly on one side of the axis of revolution.

Apply this property to compare the volumes generated by an isosceles triangle revolving about its base and about a straight line through the vertex parallel to the base.

Mixed Mathematics.

Saturday, October 9th—Morning Paper.

FIRST CLASS.

OPTICS.

1. Define the terms *ray, pencil, focus.* State the laws of reflection and refraction, and show that the reflected ray between two points passes by the shortest path.

2. A small plane area is exposed to light issuing from a point, find the illumination of the surface at any point.

A candle is placed at a certain horizontal distance from a small area, find at what height above the plane the flame is when the illumination is greatest.

3. What is the index of refraction, and under what circumstances is it constant? Prove that though refraction is always possible into a denser medium, the converse is not true.

4. An eye is placed under water;—what will be the appearance of external objects?—will it see *all* external objects?

5. A speck is viewed from the outside of a glass cube through each face in succession; prove that the six images lie in the angular points of an octohedron whose diagonals are all equal though it is not generally regular; also the volume of the octohedron so formed is constant, whatever be the position of the speck within the cube.

6. The conjugate foci of a pencil reflected at a spherical (convex) surface are distant p and q from the centre; Show that $\frac{1}{p}+\frac{1}{q}=\frac{2}{r}$, and find when the image of a straight line placed in front of it is an ellipse.

7. What is an achromatic combination? Show that two prisms of the same substance but different refracting angles may be made to form an achromatic combination, and that two such combinations with their edges at right angles will form a telescope.

8. Describe the Newtonian telescope. What property of light is used in substituting a rectangular glass prism for the small plane mirror?

9. Draw a figure tracing the course of a pencil through a refracting telescope with an erecting eye-piece.

Why are microscopes made with two and even three compound object-glasses?

10. The refracting angle of a prism measured by a ray reflected from its two faces in succession, is equal to half the difference of readings of the graduated circle to the centre of which the prism is attached.—Prove this, and describe Wollaston's Reflecting Goniometer.

Afternoon Paper.

ASTRONOMY.

1. Enumerate the corrections necessary to be applied to the observed place of a heavenly body to find its true place, and point out whence they arise, which of them may be neglected for the fixed stars and which are independent of the place of observation.

2. Show that the latitude may be conveniently found by observing the transits of a known star by a transit placed East and West. What is the peculiar advantage of this method? Show that an error of level induces an equal error in the determination of the latitude.

3. In consequence of *aberration* a star appears to describe an ellipse about its true place during the year; show this, and point out the position of the major axis.

Prove that the displacement caused by aberration $=\frac{\text{velocity of Earth}}{\text{velocity of Light}}\times$ sin. Earth's way.

4. The want of accurate coincidence of the centres of graduation and of motion in the Mural Circle is obviated by the use of six microscopes at opposite points of the circle.

5. If a plumb-line be used to determine the error of level of the Mural Circle, the axis must (to adjust the instrument) be moved so as to bring the circle back through one-fourth of the distance between the plumb-line and the circle.

6. Show that there must be *at least two* solar eclipses in a year. The shadow in a solar eclipse moves from East to West over the Earth's surface.

7. Find the time by observing when two known stars are on the same vertical.

Why is it convenient that one should be the pole star?

8. Explain how the sun's distance might be found compared with that of the moon by observing when the moon is "*dichotomized*," *i. e.*, half illuminated. How is the moon's distance found in terms of the Earth's diameter?

9. What is *Annual Parallax*? Show how refraction, &c., may be avoided in the determination.

10. How much is a heavenly body's rising accelerated by refraction? Explain the phenomenon of the Harvest Moon, *i. e.*, the moon rising nearly full several nights successively and at nearly the same hour about the Autumnal Equinox?

Pure Mathematics.

Friday, October 8th—Morning Paper.

SECOND CLASS.

ANALYTICAL GEOMETRY OF TWO DIMENSIONS.

1. Find the area included between the lines,

$x - y = 0 \quad x + y = 0 \quad x - y = a \quad x + y = b.$

2. Find the length of the perpendicular from a given point on a given line.

3. Inscribe a circle in a semi-ellipse cut off by the axis minor, and find the limit to the possibility to the problem.

4. In an ellipse if θ be the angle between the distances of a point (h,k) in the curve from the extremities of the axis major and ϕ the *obtuse* angle between either focal distance and the tangent, $2 \tan \phi = e \tan \theta$.

5. Given the vertex of the hyperbola and a straight line which it always touches in a given point, find the locus of the focus.

6. If m be the tangent of the angle which the tangent to any hyperbola makes with the axis, then $y = mx \pm \sqrt{a^2 m^2 - b^2}$ is the equation to the tangent.

7. Find the locus of the intersection of tangents to the parabola at right angles to one another.

8. Express the area of a triangle in terms of the co-ordinates of its angular points.

9. $y^2 = mx + nx^2$, being the equation to a conic section, find a point whose distance from any point in the curve (hk) is a rational function of (h and k,) and explain the double result in certain cases.

10. Find when the curves of the 2nd degree have asymptotes, and find the equation.

11. Trace the curve,

$$y^2 - 2xy + 3x^2 - 2y - 4x + 5 = 0.$$

Afternoon Paper.

LIMITS AND ELEMENTS OF DIFFERENTIAL CALCULUS.

1. Prove that the surfaces intercepted between two planes parallel to the base of the cylinder are equal in the sphere and circumscribing cylinder.

2. AP is the arc of a circle radius $AC = a$, AQ the tangent always taken equal AP, QP is joined and produced to cut AC in R, to find the limiting position of R when $AP = AQ = 0$.

3. Define a differential coefficient, and deduce that of $\frac{\epsilon^x}{\epsilon^x + 1}$.

4. Prove Maclaurin's Theorem, and expand by it sin x.

5. Give the criteria for finding maxima and minima values of a function of one variable.

Ex., $u = x^2 (a-x)^3$

6. Cut the greatest parabola from a given cone.

7. What may be determined from the theory of equations relative to the curve whose equation is $y^3 - 3axy + x^3 = 0$?

8. Show that $\int\int dxdy$ is equivalent to $\int xdy$ or $\int ydx$.

9. Give the rule for Integration by parts, and apply it to $\int (\tan^{-1} x)\, dx$ and $\int (\epsilon^{ax} \cos nx)\, dx$.

10. In the integration of rational fractions find the coefficient corresponding to any one of the fractions

$$\frac{A_0}{(x-a)_n} + \frac{A_1}{(x-a)}\, n - 1 + \ldots\ldots \frac{A_{n-1}}{x-a}$$ as A_r, the denominator of the rational fraction being $V = (a-a)^n$. Q and its numerator U.

11. Integrate $\frac{du}{\sqrt{u^2 \pm a^2}}$, $\frac{(a+bx)\,dx}{(x-\alpha)^2 + \beta^2}$, $\sqrt{a^2 - x^2}\, dx$, and find the area of a cycloid.

Mathematics.

Saturday, October 9th—Morning Paper.

SECOND CLASS.

NEWTON, AND SPHERICAL TRIGONOMETRY.

1. Prove Newton's Lemma II.

2. Prove Lemma VI., and show that similar conterminous arcs have a common tangent.

3. Prove Lemma X., and deduce the formula $S = \frac{1}{2} ft^2$

4. Prove that $F = \frac{Qh^2}{SP^2}$ limit $\frac{QR}{QT^2}$, the force being *repulsive.*

5. A body revolves in an ellipse about the focus, find the law of force.

6. Prove the formula,

$$\cot a. \sin b = \cot A \sin C + \cos b. \cos C.$$

7. $O\,A\,A_1$ is a spherical triangle right angled at A_1, $A_1\,A_2$ is drawn perpendicular to $O\,A$, $A_2\,A_3$ perpendicular to $O\,A_1$, and so on ;

prove that $A_n A_{n+1}$ ultimately vanishes, and find cos $A A_1$. cos $A_1 A_2$, cos $A_2 A_3$ &c. to infinity.

8. Given the three angles, find the sides. Show that the expressions are real, and state why these data—insufficient in plane trigonometry—suffice here.

9. Prove that the shortest distance between two points on the surface of a sphere is the arc of a great circle passing through them.

10. Apply this to find the direction in which a ship must sail *at starting* from one place to another,—both in lat. 45° S., and distant in longitude 40°—in order to sail the shortest course.

Mixed Mathematics.

Afternoon Paper.

HYDROSTATICS, AND NEWTON.

1. Define a fluid; state into what classes fluids are divided, and their distinguishing characteristics. Are liquids *absolutely* incompressible? What is the difference relative to the transmission of pressure practically and theoretically?

2. Find the pressure on the base of a vessel containing fluid. From a cone a similar cone is symmetrically scooped out; having given the dimensions, find the specific gravity of the conical shell when water being poured in the shell is just raised when the hollow space is filled.

3. Part of a vessel (in the side) containing fluid is removed, find in what direction the tendency to motion takes place. Illustrate this by Barker's Mill.

4. Prove Mariotte's law of the pressure of an elastic fluid.

5. A cylindrical diving-bell of given height is sunk to a certain depth, find the height of the water inside and the tension of the rope.

6. A hydrometer has no graduations; show how it may be graduated by immersing it in mixtures of given quantities of water and a fluid whose specific gravity is unknown.

7. Two barometers contain each an unknown quantity of air, show how to find the true reading at any time by comparing them on different days.

8. Describe Smeaton's air pump and its gauge. Find which valve puts a limit to the action of the pump, and the density of the air in the receiver after n strokes.

9. Draw the double-action pump (De la Hire's) and its valves when the piston is supposed ascending.

10. One body revolves in a circle about the centre, another about the same point (as focus) in a parabolic orbit the vertex of which is midway between the centre and circumference of the circle; find the time in which the latter body describes that part of its orbit which lies within the circle.

11. In an arc of continued curvature the perpendicular to the tangent at one end and that to the chord at the other extremity of the arc ultimately intersect in a point which is the extremity of the diameter of curvature at the point where the tangent is drawn.

Pure Mathematics.

Friday, October, 8th—Morning Paper.

THIRD CLASS.

THEORY OF EQUATIONS AND CONIC SECTIONS.

1. If $f(x)$ be a rational and integral algebraic function, show that it is *continuous.*

Hence prove that if two quantities a and b substituted for the variable x in $f(x)$ give results with different signs, one root at least of $f(x) = 0$ lies between a and b.

2. If a be a root of $x^n + p_1 x^{n-1} + p_2 x^{n-2} + \ldots\ldots + p_n = 0$, and

$$x^{n-1} + q_1 x^{n-2} + q_2 x^{n-3} + \ldots\ldots + q_{n-1} = o$$

be the equation containing the other roots,—then $q_r = p_r + a\, q_{r-1}$.

3. Approximate to a root of the equation $x^3 = x^2 + 14$ by a continued fraction to 3 places of decimals.

4. Show that any biquadratic may be reduced to the form,

$$x^4 + px^3 + qx^2 + rx + \frac{r^2}{p^2} = 0,$$

and solve $x^4 + 4x^3 + 9x^2 + 12x + 9 = 0$ which is of that form.

5. Explain the reason of the analogy between the reducing cubics found by Euler's and Des Cartes' methods of solution of a biquadratic.

6. If a straight line be drawn to cut the parabola in one point, it will generally cut it in another ; prove this, and point out the exception.

7. The straight line drawn making equal angles with the diameter produced and the focal distance in a parabola lies without the parabola ; also between it and the parabola no straight line can be drawn so as not to cut the parabola.

8. In the ellipse find the length of the normal, subnormal, and PK, where GK is drawn from the foot of the normal PG perpendicular to SP.

9. In the hyperbola

$CN : CA = CA : CT$, PT & PN being the tangent and ordinate at any point P.

An hyperbola is traced on a plane ; find its centre, axes, foci, and asymptotes.

10. If the chords be drawn which join the extremities of two conjugate diameters in an ellipse, the diameters parallel to these chords are conjugate.

Draw a pair of conjugate diameters containing a given angle.

N. B.—Questions (6).....(10) are to be answered *geometrically.*

Afternoon Paper.

1. Find the sum of the cosines of the angles of a triangle whose sides are the roots of

$$x^3 + p_1 x^2 + p_2 x + p_3 = 0.$$

2. Show that

$$1 + \sqrt[r]{p} \text{ and } \frac{p_n^{\frac{1}{n-t}}}{p_n^{\frac{1}{n-t}} + p^{\frac{1}{n-t}}} \text{ are } \textit{superior} \text{ and}$$

inferior limits respectively of the positive roots of an equation in which p is the greatest *negative* coefficient, $-p_r x^{n-r}$ the *first* and $-p^t x^{n-t}$ the *last* negative term, p_n being positive. If p_n be negative what limitation or change will be necessary to make the proposition hold ?

3. Solve the equation

$12 x^3 - 20 x^2 - x + 6 = 0$, whose roots are commensurable.

4. If 1, α, α^2 ..... α^{n-1} be the n roots of unity, show that sum of all powers of the roots except the $rn^{th} = 0$.

Hence if S be the sum of those terms in $f(x)$, (an integral function of x,) in which the index of x is a multiple of n, then

$$n\ S = f(x) + f(\alpha x) + f(\alpha^2 x) + \ldots\ldots\ldots + f(\alpha^{n-1}x).$$

5. If an equation have r equal roots and it be multiplied term by term by the terms of an arithmetic progression, the resulting function $= 0$ will have $\overline{r-1}$ equal roots.

6. A diameter to the parabola terminated by any chord and the tangent at the extremity of the chord is cut by the curve in the same ratio as it divides the chord.

7. In the ellipse

$$AN.\ NM. : NP^2 = AC^2 : BC^2$$

8. Pp, Qq are *any* diameters to the ellipse, and tangents are drawn at their extremities, show that,

The parallelogram thus formed : that by conjugate diameters $=$ $CD : QV$, CD being conjugate to CP, and QV a semi-ordinate to CP.

9. In the figure Euc. B. III. Prop. 12 (two circles touching one another externally), find the locus of the centre of the circle which touches both the circles ; and explain the result when the two given circles are equal.

10. Of two conjugate diameters one meets the transverse the other the conjugate hyperbola only.

N. B.—Questions (6) .... (10) are to be answered *geometrically*.

Mixed Mathematics.

Saturday, October 9th—Morning Paper.

THIRD CLASS.

STATICS.

1. Two forces in one plane act on a body at points A and B. Assuming the parallelogram of forces, find the direction of their resultant and the point where it cuts $A\ B$.

If the two forces be equal parallel and opposite, what is their resultant?

2. Describe the Danish Steel-yard, and show that the distances between the points of graduation are in harmonical progression.

Show that this Steel-yard is better adapted for determining light than heavy weights.

3. Describe Roberval's Balance, and prove its property.

4. Find P to W in the third system of pulleys—strings parallel and each attached to the weight—taking into consideration the weight of the pulleys.

If the weights be neglected, find the motion of the centre of gravity of P and W, when P is displaced through a given distance.

5. An elastic string *unstretched* is tied round two equal cylinders of given radius. If one of the cylinders be turned through two right angles find the tension of the string, on the supposition that the tension increases by 1 lb. when the string is stretched 1 inch.

6. What is *Friction*, and how may its amount, when two substances are in contact, be experimentally determined?

7. A beam, capable of turning freely about one end which lies on a horizontal plane, rests with its other end on an inclined plane. If friction act, find the limiting position of equilibrium on either side of its position of equilibrium on the plane supposed smooth.

8. A rectangular drawer has two handles symmetrically placed in its face, having given the co-efficient of friction find under what conditions the drawer will open when a force is applied to one handle only and in the direction of the length of the drawer.

9. A polygon which is regular and consits of n heavy rods is placed on the surface of a smooth sphere, find the strain at the joints of the polygon.

10. From a cube a pyramid, whose base is a face of the cube and vertex the centre of the opposite face, is cut out, find the centre of gravity of the remaining part of the cube.

DYNAMICS.

Afternoon Paper.

1. Define force, and distinguish between finite and impulsive, accelerating and moving forces.

Prove the formulæ $v = ft$, the force being uniform,

$s = vt$, the velocity being uniform,

and point out at any step any conventions or assumptions made respecting the units of force or velocity.

2. A man walks 9 miles uniformly in two hours, if the unit of space be 176 feet and that of time 12 minutes, what is his velocity ?

3. State and prove the 2nd Law of Motion. On what evidence do these and similar laws rest ?

4. What is Elasticity ? Two smooth and imperfectly elastic spheres impinge on one another in such a manner that the line joining their centres at the moment of impact is in the direction of the motion of one of them ; having given their motion before impact, find the subsequent motion.

5. P is drawing Q up over a pulley, if Q be suddenly doubled at the time t, find the subsequent motion.

6. A number of equal bodies in contact are connected by inextensible strings of equal length, if a given velocity be communicated to the first, find when the last will begin to move.

7. A body is projected in a given direction with a given velocity : show that its path is a parabola ; and its range on an inclined plane passing through the point of projection being a maximum, find the angle of projection.

A body is projected at a given elevation along the inner surface of a cylinder, and goes round n times before it begins to descend, find the velocity of projection.

8. A ball carrying a pencil falls down the outside of a vertical cylinder which revolves by the action of a weight at the end of a string passing over a pully and coiled round the cylinder ; if the motions commence simultaneously find the curve traced by the pencil on the cylinder : and show that its inclination to the horizon at any point is never less than $\frac{\pi}{4}$.

9. A perfectly elastic particle is thrown from any point in one of the walls of a rectangular room, and returns to the point of projection after striking the three walls; show that the velocity of projection is not less than that due to the diagonal of the floor.

10. A body projected at an angle a and with a velocity u, when at the highest point of its path has its velocity suddenly changed to $u \tan a$, find the focus of the new parabola described.

11. A ball fastened to one end of a string of given length revolves uniformly in a circle with a given velocity, find the angle which the string makes with the vertical.

Mathematics.

Friday, October 8th—Morning Paper.

Fourth Class.

1. Construct a triangle whose sides are equal to three given straight lines A, B, C, any two of which are together greater than the third.

Point out the failure in the construction when one of the sides (B for instance) is not less than the sum of the other two.

2. Angles in the same segment of a circle are equal to one another.

3. If the exterior angle of a triangle made by producing one of its sides be bisected by a straight line which also cuts the base produced, the segments of the base thus formed have to one another the same ratio as the sides of the triangle have.

When will the bisecting line cut the base produced towards B?

4. What are decimal fractions and the advantages attending their use?

Show that the square root of a *recurring* decimal will be either a recurring decimal or nonterminating;

Ex.; $\sqrt{.4444 \text{ \&c.}}$

5. Find the square roots of 6, $\frac{1}{5}$, $1\frac{1}{4}$, $\frac{2\frac{1}{4}}{1\frac{1}{4}}$, each as far as six places of decimals.

6. Solve $\left(\frac{x-r}{x-s}\right)^3 = \frac{x-2r+s}{x+r-2s}$

7. Explain what is meant by *impossible* or *imaginary* quantities.

If $x^2 + x + 1 = 0$,

and $(A + B)\,x + AB + 1 = 0$, find A and B.

8. Find that number which being divided into any two parts, the first part together with the square of the second is equal to the second part together with the square of the first.

9. Find the sum of n terms of a geometric series whose first term is a and the common ratio is r.

When r is equal to unity why does the formula fail?

10. Between two successive converging fractions, no fraction in lower terms can be inserted which is a closer approximation to the true value.

11. If $Mx^2 + 2\,Nxy + Py^2 = 0$,

Then $Mx + Ny = 0$,

And $Py + Nx = 0$.

Afternoon Paper.

1. The diagonals of the complements of parallelograms about the diameter of any parallelogram meet the diagonal of the whole parallelogram in the same point.

2. Describe a triangle having each of the angles at the base double of the third angle: and deduce the expression for sin 36°.

3. If two straight lines be at right angles to the same plane they are parallel to one another.

4. Chords of a circle pass through the middle point of a fixed chord, prove that the straight line joining the intersection of the pair of tangents at the extremities of any of these with the intersection of the tangents at the extremities of the fixed chord, is parallel to the fixed chord.

5. Reduce $\dfrac{a^2 - 3abx + (3ac + 2b^2)\,x^2 - 3\,bcx^3}{a^2 + (ac - 2\,ab)\,x + (3\,a - 2\,b)\,cx^2 + 3\,c^2\,x^3}$ to its lowest terms.

6. Find the nth root of any polynomial.

Ex.; the 4th root of

$$x^8 - 12\,x^7 + 62\,x^6 - 180\,x^5 + 321\,x^4 - 360\,x^3 + 248\,x^2 - 96 + 16.$$

Why does the above method fail when applied to arithmetical examples ?

7. If the object glass of a telescope, when 4 inches in diameter, cost £60, and when 5 inches in diameter 100 guineas, find the cost of one 10 inches in diameter, the cost of the glass and the workmanship being respectively as the square and cube of the diameter.

8. Find the least number which when divided by 7 and 13 leaves remainders 5 and 11 respectively. How many such numbers are there between 0 and 1000 ?

9. A number n of persons vote for or against a certain proposition ; it is $r : s$ that any one of them votes correctly on the subject ; find the chance of their votes being unanimous.

Saturday, October 9th—Morning Paper.

1. Show from Euc., Book XI. Prop. 21, that there cannot be more than five regular solids.

2. One of the diagonals of a cube is fixed and two faces are horizontal, the cube is now turned about the diagonal through two right angles, find the inclination of these two faces to their former position.

3. Two persons A and B are employed to reap a field, of whom one B can reap an acre a day ; A works alone at it for $\frac{m}{n} \times$ the number of days it would take B to reap it, and then B alone finishes it, cutting $p \times$ as many acres as A would have if they had reaped it *together*, on which supposition the field would have been finished r days sooner ; how long would A singly take to reap it, and what is the extent of the field ?

4. A right angle is sometimes denoted by the number 90 and sometimes by 1·57079 &c. ; explain *fully* each case.

5. Divide a given angle analytically and geometrically into two others whose sines shall have a given ratio.

6. Having given two sides and the included angle of a triangle find the third side independently in a form adapted to logarithmic computation.

7. Find $\tan(A + B + C)$ in terms of the tangents of the simple angles, and *write down* the expression for $\tan(\alpha + \beta + \gamma + \ldots\ldots + \lambda)$.

8. Prove De Moivre's Theorem when the index is a positive integer. Is the equation $(\cos\theta \pm \sqrt{-1}\sin\theta)^{\frac{p}{q}} = \cos\frac{p\theta}{q} \pm \sqrt{-1}\sin\frac{p\theta}{q}$ an *identical* one?

9. Express $(\sin\theta)^7$ in terms of the sines of the multiple angles.

10. Squares are described on the sides of an equilateral triangle: find the area of the triangle which will circumscribe the figure thus formed.

Afternoon Paper.

1. Give the geometrical definition of ratio—and show geometrically how the ratio of two straight lines may be determined with any required degree of accuracy.

2. From the ends of a finite straight line KL, perpendiculars KM, LN are drawn to another straight line AB, not in the same plane with KL, and from A, a point in AB, AC is drawn equal and parallel to KL, and CD perpendicular on AB from C, show that $MN = AD$.

3. Find x by the method of *cross multiplication* from

$$a_1 x + b_1 y + c_1 z = d_1$$
$$a_2 x + b_2 y + c_2 z = d_2$$
$$a_3 x + b_3 y + c_3 z = d_3$$

and state what substitutions will give the values of y and z.

4. If ${}^nV_r$ denote the number of variations of n things taken r together prove that ${}^nV_r = n \times {}^{n-1}V_{r-1}$ and deduce the expression for ${}^nV_r$.

5. In any triangle

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc} \text{ and } \frac{\tan\frac{1}{2}A + \tan\frac{1}{2}B}{\tan\frac{1}{2}A - \tan\frac{1}{2}B} = \frac{c}{a - b}.$$

6. Prove that $\cot^{-1}\frac{a - x}{2\sqrt{ax}} = 2\cos^{-1}\sqrt{\frac{a}{a + x}}$.

If $\tan^3\theta = \frac{b}{a}$ find the value of $a.\sec\theta + b\,\mathrm{cosec}\,\theta$.

7. Point out the reasons for assuming the radix of the scale of notation as the base of a system of logarithms—and assuming the expansion of $\log_\varepsilon (1 + x)$, show that

$$\log_\varepsilon (m + 1) = 2 \log_\varepsilon m - \log_\varepsilon (m - 1) - 2 \left\{ \frac{1}{2m^2 - 1} + \frac{1}{3} \left(\frac{1}{2m^2 - 1} \right)^3 + \text{\&c.} \right\}$$

and calculate $\log_\varepsilon 2$, $\log_\varepsilon 3$, to six places.

8. The angles under which a fixed distance $A\,B$ is seen from two stations C and D are each $= \alpha$, having given that $C\,A$ and $B\,D$ meet at right angles, and that $C\,D = a$, find $A\,B$.

9. If
$$2 \cos \theta = x + \frac{1}{x}$$
$$2 \cos \phi = y + \frac{1}{y}$$
$$2 \cos \chi = z + \frac{1}{z}$$
$$\text{\&c.} = \text{\&c.},$$

Find $2 \cos (\theta + \phi + \chi + \text{\&c.})$

10. Adapt to logarithmic computation the formula,

$$P = (1 + \varepsilon_1)(1 + \varepsilon_2)(1 + \varepsilon_3) \text{ \&c.}$$

where $\varepsilon_1 = \dfrac{1 - \sqrt{1 - \varepsilon^2}}{1 + \sqrt{1 - \varepsilon^2}}$ $\varepsilon_2 = \dfrac{1 - \sqrt{1 - \varepsilon_1^2}}{1 + \sqrt{1 - \varepsilon_1^2}}$ &c. = &c.

JUNIOR SCHOLARSHIP QUESTIONS.

In accordance with the new regulations on the subject, the questions in the various branches of study contained in the junior scholarship course, were set by the officers of the different Colleges, and the members of the Local Committee, each for the Institution under their respective charge.

They are too numerous to print. The general instructions issued upon the subject were, that the standard of study was to be strictly adhered to, and the questions asked such as could reasonably be answered in the time fixed.

LIBRARY MEDAL EXAMINATION.

Kishnaghur College.

Questions on Hallam's 1st vol. of the Middle Ages of Europe.

1. What was the state of Europe after the fall of the Roman Empire?
2. Who was Clovis?—at what time did he appear?—and what conquests did he make?
3. How was his kingdom divided after his death, and what was the result?
4. Who were Pepin, Heristal, and Charles Martel?
5. Who was Pepin the 2nd and what authority did he assume?
6. Who was Charlemagne?—what conquests did he make?—and what new dignity did he acquire?
7. What was the feudal law when was it introduced?
8. What was the Salic law?
9. Who was Charles the Fat, and what was produced by his deposition?
10. What the state of Italy after the deposition of Charles the Fat?
11. After the deposition of Charles the Fat, what changes took place in Germany?
12. Give some account of the Guelph and Ghibeline factions?
13. What was the state of Spain and what alteration took place in that Country?

14. Give some account of the rise of Mahammodanism and the cause of its success.

15. Give a short account of the rise and progress of the Ecclesiastical power.

16. What king of England invaded France, claiming a right to the throne of that Country?

17. Who were Louis the XI. and the Duke of Burgundy? Give the character of each and the general result of their contest.

18. Who was Hugh Capet and how long did his family continue to rule France?

19. Give an account of the misfortunes that fell upon Constantinople.

20. Give an account of the rise and progress of the Crusades.

21. Who was Rollo, and what settlement did he obtain in France?

Dacca College.

1. Enumerate the most celebrated of the contemporaries of Charles V. mentioning for what they were distinguished.

2. Describe the personal characters of Charles V., Henry VIII., Luther, Leo X.

3. Of the Illustrious men of that æra, which have most influenced the succeeding ages?

4. What was the state of the Arts, of Science, of Religion, and of Morals at that period?

ANSWERS

OF THE

MOST PROFICIENT STUDENTS

IN THE

Presidency and Mofussil Colleges.

ANSWERS.

Library Medal.

Dacca College.

Answer 1*st*.—The Æra of Charles V., has been rendered famous by the five greatest Monarchs of the World, who then ruled the destiny of Europe, Asia, Africa, and the Americas then lately discovered. Leo the X. in Italy; Henry the VIII. in England; Charles the V. in Germany; Francis the first in France; and Salyman the Ottoman Porte of Constantinopole, lived in the same age, and have sent down their names to posterity woven together and inseparable. In reading the life of any one of these great men we are forced to extend our inquiry and peruse the lives of the rest; for it is utterly impracticable for a reader to have a thorough knowledge of the reign of Charles the fifth, and yet be ignorant of the events that happened in England, in France, in Italy, and in the Ottoman Empire under Henry, Francis, Leo and Salyman. The names we have just enumerated are so strongly and intimately linked together that to mention one of them is to raise the idea of the other four in our mind.

The names of Cæsar and Pompey; of Napoleon and Wellington; of Fredrick* and Charles; of William and Mary are not more closely associated with one another as those of Charles and Henry; Henry and Francis, Leo and Charles, or Charles and Salyman. In short we find the Emperor, the Pontiff, the Porte and the rulers of France and England in the same History, and almost all over in the same page.

Leo the Tenth sprang from the illustrious family of the Medici. While yet in his teens he was created a Cardinal, and so it was truly said of him that he was never a child. When he had scarcely passed his thirtieth year he was called upon to wear the tripple crown and rule the patrimony of St. Peter. Not shrinking from the task, he bravely mounted the papal throne and as he had the expulsion of the French and the Foreigners from Italy for his great object, he joined the cause of the Emperor. He soon after, under a pretence, proclaimed war against France, and through the instrumentality of Charles he had the satisfaction of seeing the re-union of Parma and Placentia to the Church, and a few hours before he had to close for ever his mortal career and all worldly pomp, he heard the happy news that Lantree, the French general, had left Italy totally annihilated. Thus died Leo in the arms of Glory, with a firm, but vain conviction, that henceforth Milan will be ruled by an Italian. During his pontificate sciences and arts flourished, learning was encouraged, and learned men repaired from all sides to Rome. The Pontiff himself was a man of great and varied talents. In his reign Luther first rose in the defence of reformation, and it was Leo's unsettled policy that allowed Luther to become in time that formidable enemy which he soon after proved.

---

* The Czar and Charles XII.

Henry the VIII. was the son and successor of Henry VII. His reign has been distinguished by acts of gross tyranny and brutality. He had divorced Catherine of Aragon and Anne of Cleves, had beheaded Anne Boleyn and Catherine Howard; Jane Seymore escaped the scaffold by an early death and Catherine Par survived the tyrant. In his reign More and Fisher suffered for religion; Wolsey had to seek refuge from the Court and die broken hearted; and the enlightened Surrey, whose verses yet please and animate us, perished in the flower of his life. Henry had written a defence of the "Seven Sacrements" and dedicated the work to the Pontiff, who considered the arguments as breathing inspiration and awarded the Royal Author with the title of the "Defender of the Faith." In Henry's reign reformation first commenced its glorious career, and his insatiable profligacy drove him from the talons of the Pontiff to embrace the opinions of Luther. These were some of the events that rendered Henry distinguished. In his reign we first find persons accused of high treasons tried in parliament by bill of attainder.

Salyman was the son of Selim the Second. He had not only spread his victorious arms over Persia, but conquered the Northern part of Africa and the greatest part of Austria and Hungary. He had at one time beseiged Vienna and for more than twenty years he had spread terror into every European Court. His fleet was commanded by Horne Barbarossa, and his victories in the very heart of the Austrian Empire terrified Ferdinand the Archduke.

Francis the first was distinguished for his rivalship which he maintained with the first monarch of Europe. He had made no conquest, nor he had achieved any very decisive success over Charles, but for upwards of thirty years he had opposed Charles with various success. His courage and wisdom rose with occasion. He had more than once defeated the united efforts of Charles and Henry against France, and had repeatedly invaded Italy and the Netherlands. He was seized and taken prisoner after the dreadful battle of Pavia; and ever after he never allowed an opportunity to pass without injuring his great rival. But Francis was a lover of candour and glory. He was far from all such fraudulent practices to which Charles would often have recourse to. He did not favour the Reformation, but he was in terms of amity, at the very same time, with the Pope and the Smalkaldic Confederates. He patronised learning and learned men and received the proud appellation of the "Father of Letters." In his reign France lost Milan, and several other Italian cities of which he was in possession; and the only conquest he had made was a part of Savoy.

Charles the fifth, was the son of Archduke Philip the handsome and Joanna the second daughter of Ferdinand and Isabella. In his twenty-first year, Charles became Emperor of Germany, having succeeded to the crown of Spain the year preceding. He was unanimously proclaimed successor to Maximilian, and as he was bound to Leo for the indulgence which the Pope had granted to him he leagued with him to expel the French from Italy.* This end he had achieved very easily, and having won over Bourbon from the French cause he made him a

* The indulgence which Leo granted was, that notwithstanding Charles was King of Naples, he could be elected Emperor of Germany. These two titles being never united before.

General in the Imperial Army with large promises. Charles had the honor of ruling Spain, Germany, Naples, Milan, and the Netherlands at the same time. He had taken Francis prisoner; sacked Rome and took Clement captive; routed the French armies over and over; forced the confederates of Smalkald to obey him as their Emperor, and a few years before his death he put Philip in charge of all his vast dominions and retired to Placenzia to end his days. He had carried his arms successfully to Africa, and once had the honor of leading upwards of a hundred thousand men against the formidable Solyman. Charles did not favour the Reformation though it originated in a part of his great Empire. He had to serve two masters, and he therefore hated the one and loved the over. He joined the Pope, and proclaimed war against the Protestants. But Fortune forsook Charles in his grey-hairs. Maurice of Saxony lowered his reputation, and the man whom this world could scarcely hold retired to close his life in an obscure seat—unknown, and unseen. He observed well the vanity of man's glories, and before any new misfortune could darken his days of prosperity, in peace and quietness subsided the last rays of the glory of Charles. Thus was the end of a man who filled the whole world with awe, and subdued the mightiest rulers that reared their heads in this world.

Answer 2nd.—Charles was proud, revengeful, haughty and hard hearted. He had not that touch of nobility in him that so much distinguished Francis and Henry. But in all his measures he adopted them with great consideration and after careful examination; but when once adopted they were executed with matchless rapidity and almost always with success. The victories of his generals did not excite either envy or fear. Though not prone to martial feats, he was never found to shrink to head his army in danger. In his friendship he was always sincere, and possessed those virtues that would draw friends and general trust. But he was often fraudulent. His policy was deep, and seldom conveyed to others. In his desire to possess all, he ran into such errors and committed such disgraceful actions as would lead his contemporary to have a mean opinion of his moral character. Born with talents, they did not develope early, but they were to answer great ends when they were matured. His bearing towards the elector of Saxony, and the landgrave of Hesse was unworthy of Charles, both as an Emperor and as a man. Generosity came too late into his breast, and the idea of revenge too early. Charles gloried in the distress of his rivals, and after his victim got the better of him by drawing public sympathy, to which they would justly appeal. If Charles would behave with Francis as he deserved, and with the elector and the landgrave as their positions required, he would not draw on himself the vengeance of Morice. To recapitulate the whole, and in few words to characterise Charles; we would pronounce him as an able ruler but a bad man. He was liberal in his grants and seldom broke his promise, but fallen greatness he could not honour, nor sympathise with power in distress. He was a hypocrite, but the confidence of his friends on him was great. He was ambititious, proud, haughty when opposed, grave in deliberation, steady in his conception; resolute; and in executing his plans quick.

Henry the VIII. was ambitious; fond of glory; open in his friendship and incapable alike of virtue or hypocrisy; brave, warlike, generous but without moral or any consideration for religion. A protestant and a catholic, a catholic and a protestant by turn, Henry was virtuous

till he was untried. He was unable to bear opposition, and even in the most tyrannical measure that he adopted he was sure to gain his end, conscious of the fear that he had inspired in his subject. He was a sincere friend, and ready to sympathise with valour under difficulties. From an enemy he became such an intimate friend of Francis, that he offered him a large sum as a part of his ransom. He ruled like a tyrant, and slighted virtue because he believed that power could cannonize crime. Luther was a man of bright parts and rigid morals. Born with superior abilities he encreased them by exertion, and his manners were as austere as would become the head of the reformers. He was zealous in the cause of reformation, but he was conscious of the truth of the cause he had adopted, that his attachment bordered on arrogance. He was rather severe in dealing with his rivals. He used the same harsh language against Erasmus and Henry VIII. as he did towards Eccius and Feztel. While fighting for the reformation he could scarcely bear any thing said against it; and never heard any thing said against that he did not return in full. Luther was honest, sincere, brave, unambitious of fame, energetic, but haughty when oppposed, wanting in decency, and that gentility for which Erasmus was so famous.

Leo the tenth was ambitious, war like, talented, political, fortunate in his schemes and happy in their execution. It was his policy that when a man was treating with one person there was nothing to hinder him from treating with another. He could discreminate virtue and talents in any shape, and wherever he found them he received them under his protection. In conducting his business he never entered into detail, he considered only the leading facts and thus he could settle every thing without much difficulty, or without that search which was the characteristic of Clement. Leo was on the other hand much favoured by circumstances. Quick, energetic, vigorous, he had every thing around him that promised success. Around him stood the learned and the wise whose advice his used to every advantage. Leo like all other Pontiffs was far from being faithful and true to one friend or master. He made Rome the seat of learning, and Sciences and Arts flourished under him as every man expected; and though he did not relish the soaring imagination of Michel Angelo, he loved the delicate touches of Raphael.

Answer 3rd.—Among those illustrious men who have most influenced the succeeding ages we must mention Luther, Leo, Henry VIII., Solyman and Charles the fifth. Francis lived and died in his own age, but the rest of his contemporaries have more or less influenced succeeding ages.

The Reformation did not end with Luther. To this day it is advancing and spreading itself far and wide. Luther only lighted the flame which burns to our own times, and will do so to the end of record. In Germany Luther himself beheld with joy the progress that Reformation had made, and he was living when he had the satisfaction to learn that Henry VIII has thrown away the trappings of the Romish Church and had pleaded for Reform. In Spain and even in Italy Reformation made converts in the very life time of Clement VII., and with what pleasure would Luther view the extent which it now occupies, and the encroachments that it has made on the papal authority since his time. Germany has cast off the submission which he offered to the Pope, and of all the vast territories except Italy and a part of France and Spain nothing has remained to the patrimony of St. Peter to boast.

The power which Spain achieved in Italy and which she has yet retained was the work of Leo, if not in full at least in part. It was Leo who drove the French out of Italy and established the Spanish power on the Northern and Southern parts of Italy, and though he intended to make his country independent of the Northern powers he had only changed masters, and Italy up to this day is ruled by foreigners, and Spanish influence had always predominated.

Henry VIII. had influenced succeeding ages by the Reformation which he had commenced and which he had left for his daughter Elizabeth to finish. Ever since the reign of that despot, though now and then opposed by some weak sovereigns, the protestant cause has always influenced public feelings in England. To our own times we feel the contest between the Romish and the Anglican Churches, and we still view the same difference existing between them as before, and still the Anglican Church reigns victorious.

Solyman had established that power in Constantinople which now the sublime Porte with a little reduction enjoys. Solyman had possessed the greatest part of Persia and Austria besides the vast dominions which Sultan Mahomed now governs.

Charles the fifth has influenced succeeding ages not so powerfully as one would expect after reading the conquests he had made. The Netherlands revolted and is now independent of Spain and Germany, and of his conquests in Africa almost all have been swept away. But the German influence in the North-East of Italy established by Charles yet remains undiminished. Milan is governed by an Archduke of the Austrian family and in Italy alone we meet with the same features that were marked by Charles in his life time. Spain and Austria are no longer joined nor the Indies pay tribute to the Emperor of Vienna.

Answer 4th.—About this time printing was introduced and the learning of the Greeks spread over Europe. The sciences and arts encouraged by Francis and Leo flourished all over the enlightened Europe, and the genius of Raphael and Angelo was adorning Rome with those *creations* of human genius that have seen no equal. During this period Luthur and Erasmus, Cavendish and Melancthon lectured and delighted the courts of the Christian monarch and the first comedy was written in Italy by the master and favorite of Leo.

Religion was now improving. The Romish Church had lost its influence in England and Germany, and the Scripture being translated both the rich and the poor enjoyed its blessings.

Corruption in morals prevailed among the clergy alone. They enjoyed and abused privileges, while the poor could scarcely cope with their profligacy. In some places the reformers themselves betrayed a dearth of decency, but such instances were rare. On the whole the morals were in a far better state than could be expected at an aera only just commenced breathing the light of civilisation, and beheld only the very first rays of its blessings.

CARAPIET STEPHEN,
Dacca College.

History.

Morning Paper.

Answer 1*st*.—Royalty in Europe was at this time becoming well nigh absolute. The doctrines of divine right and passive obedience were but feebly contested where they were not openly acknowledged. In France, in Spain, in fact in all the kingdoms of the continent, the turbulence of the barons and the landed aristocracy was extinguished. Freed from the trammels and restraints put upon it in ruder ages, the kingly power was exercising a paramount and undenied influence upon the lives and properties of the subjects. The barons forgetting the sense of their own defeat flocked in large numbers to the courts of their sovereigns, there to grace the triumph and to celebrate the pomp of their victors. The burghers and the lesser gentry were engaged in their own private concerns, and were yet unfit to take any share in the administrative capacity of the government. In fact the progress of property and wealth, of reason and philosophy, all contributed to and celebrated the absolute powers of kings. Royalty in England was no exception to this general movement Since the accession of the Tudor dynasty, the English throne was successively filled by a number of despots, before whom the aristocracy bowed and the people grew pale. Henry the Eighth, at once master of the Church and state, "wielded at will" his royal sceptre and began the "metamorphosis" of barons into courtiers. Wearied and impoverished by their mutual dissensions, above all by the Wars of the Roses, the aristocracy followed in large numbers the calls of their sovereign, and passed their days in pouring forth servile flattery at the foot of the throne. Elizabeth completed the "metamorphosis" begun by her father. The vigour of her foreign policy, the perils of a female monarch, the gracefulness of her her manners and the haughty but powerful character of her disposition all contributed to inspire her subjects with awe and veneration, love and respect. James I., connected with the blood of Guise, and with some of the continental monarchs by means of his family reminiscenses, preserved though in a less degree the absolute power of royalty. "The king of England" said he to his parliament "must not be worse than his equals;" and in fact such was the effect of the example set by the monarchs of continental Europe, that the English nation did not attempt to devise any effectual restraints upon the arbitrary administration of James. Nursed in the bosom of absolutism and fed by "the stimulating ailment" it furnished Charles the First inherited from his father, the no tionof "jure divino" sovereignty. On his visit to Spain and France, for the completion of his marriage treaty with the Infanta, he became dazzled with the reception offered to him. He saw the servility and sycophancy of the courtiers and barons, the humble submission of the people all gracing the triumph of "monarchy majestic" and returned home full of those notions of all powerful royalty, which eventually brought him to the scaffold. But while on the continent, no restraints were imposed upon the kingly authority, in England a counter revolution was internally going on and imperceptibly "mining away the ground beneath the feet of pure monarchy." This revolution was in the state of society, and the manners of the English people. For a while, in the sixteenth century the Eng-

lish commoners sought repose. Forsaken by their leaders and impoverished by their mutual dissensions they abandoned all hopes of fighting out the battle of liberty against the encroachments of the crown. But internal peace soon infused new blood into their languid frames; and the greater accumulation of property among them brought forward the necessity of procuring greater securities. The house of commons in England was not an ill-combined coalition of peasants and citizens as in the Continent. It consisted of the most numerous classes of aristocracy persons of property and honourable parentage who recalled to their memories the glory of their ancestors. The sale of the crown lands begun by Henry VIII. and continued by Elizabeth, added greatly to the extension of their property and riches, and they soon endeavoured to put effectual restraints on the rapacity of their monarchs. The reformation a part of which belonged to the people, and was undertaken in the name and ardour of faith, soon inspired them with spirit and hopes to carry on their glorious measures. In the reign of Elizabeth, this movement made itself felt in some degree but under the feeble government of James, and Charles its strong efficacy became apparent and even glaring.

Answer 2nd.—Among the chief proceedings of the second Parliament of Charles, the impeachment of Buckingham was the principal. That insolent minister had by his pretensions and weakness rendered himself extremely unpopular, and the absolute dominion he exercised upon Charles led the Commons to impeach him on the authority of "public rumour." They also forwarded some protests against the arbitrary measures adopted by Charles, for raising money under the name of loans and imprisoning those who refused to pay them.

Answer 3rd.—The leading members of the House of Commons in the third Parliament of Charles were Pym, Sir John Elliot, Sir Thomas Wentworth, afterwards the grand apostate to the cause of public liberty, Sir Robert Pillips, Mr. Glenville, and Sir Edward Coke. These were the glorious champions of liberty, who first began the task of attacking, storming and dismantling the fortresses of despotism, and of imposing upon Charles more efficacious and powerful restraints that the laws had hitherto devised The Petition of Rights was a bill prepared by the House of Commons. After recapitulating the ancient rights and priviledges of the people and the violations committed up to the present time, it complained of the four principal points of national grievance; (1) Illegal taxation; (2) Arbitrary commitment of free citizens and the denial of the rights of the Haveous Corpus act. (3) Billetting of soldiers without their free consent. And (4) Trial by martial law, which although necessary in some measure for the preservation of discipline in the army, was yet unwarranted by the constitution of the country. All arbitrary imposts without the free consent of the Commons, whether in the shape of forced loans, tonnage and poundage, were declared illegal, and the pettition was forwarded to the king for sanction.

Answer 4th.—Among the advisers of Charles after the dissolution of his third Parliament, the most conspicuous were Laud, Strafford, Noy and Finch. The first who was the chief primate of the kingdom, proved himself preminently the "evil genus" of this reign. Far opposed to the healing counsels of Burleigh and Bacon, he irritated every difference on the bosom of the church; and subjected those who failed to subscribe to his doctrine of the divine origin of kings and Bishops, to the most cruel and unwarrantable persecutions ever done to humanity. The odious courts

of Star Chamber and High Commission furnished him with the means of wreaking his vengeance on those who differed from his opinions in the least possible degree. Sometimes approximating to Popery sometimes receeding from it, persecuting the puritans and non conformists, upholding with the most odious and culpable measures the power of the church and next to it that of the king, he applied every nerve to establish the sole dominion of Episcopacy, a church he eventually led to ruin. Under the pretended mask of Arminianism he endeavoured to restablish church authority and priestcraft, to cement its alliance with prerogative and thus to render the king absolute. Even his prudent and warrantable measures, for checking all abuses in the management of the king's affairs and for removing all unnecessary restraints from commerce, excited the hatred of every one he came in contact with. But Wentwarth was a man of greater capacity and judgement and therefore more formidable to the cause of liberty.

After exercising for sometime the most arbitrary influence as the President of the Council of North, he left that sphere of action for a more extensive one as lord lieutenant of Ireland. "The Richelieu of that Island" he made it happy under oppression and tyranny. He checked all subordinate tyranny, but made his strong hand uniformly felt every where. The plan of government which he in concert with Laud wished to establish in England was called by the name of "Thorough." He adopted the most energetic measures; his words were often violent; spared no evil and error in the management of the king's affairs; tried to destroy the authority of the lawyers and to render the "finger of the king" as he himself said, "heavier than the loins" of the state. He disagreed with Charles in considering that parliament were to be entirely dispensed with, but considered them merely as the instruments of royal authority. Now we come to Noy, "a man of venal diligence and prostituted learning" who shaking off the dust from the musty records in the town, advised the king to supply the wants of his impoverished exchequer by issuing writs for ship money, the greatest crime of Charles' reign. Finch who succeeded him made an improvement upon the writs and directed them to be sent to inland counties, as well as to the sea port towns and corporations. Thus they all contributed to bring forward a tyranny, the most frivolous and at the same time the most unjust which England has ever suffered.

Answer 5th.—These tyrannical measures at once excited general alarm. The aristocracy was seized with the utmost consternation at the progress of the church. They saw that a poor bishop but yesterday taken from the many was about to superscede them in pomp and power They found the rights and priviledges of their own class at complete jeopardy from the encroachments of the Anglican bishops and the appointment of bishop Juxon to the staff of the lord treasurer, at once filled them with terror and consternation. Further from court, men of learning and of the world, met together in taverns and assemblies, discussed freely on matters of state and religion, sought after truth and justice and sent forth their invectives against the tyranny which attempted to bow down "Christian conciences under a fallacious unity." "Selden poured out the treasures of his erudition; Chillingworth discoursed upon his doubts in matters of faith" and Falkland then but an unrough stripling threw open his house and gardens to all the literary men of England. In the towns and in the country, the gentry complained more of political rather

than of ecclesiastical tyranny. No years within the memory of any one living had witnessed so many violations of property as now. They complained of the violations offered to their persons and property and loudly imprecated the proceedings which brought upon them so much mischief. Farther from these towns the lesser gentry complained bitterly of the tyranny of the bishops. The sturdy puritan, austere in manners and severe in principles took complete alarm at the downward progress of the English church to Catholicism, and the encouragement avowedly given to pastimes and morricedanees, even on the day of his sabath—pastimes which to his cynical temper were scarcely tolerable on any other day less sacred in the week. In fact so general was the dissaffection that people began to fly from their country and began their settlement in New England. So great was the number of these emigrations that almost twelve millions of money were carried away from the mother country. It is a remarkable fact that some of the most illustrious and most vigorous champions of public liberty were flying from a tyranny from which they found no protection at home. "The wise and cautious lord Lay, the sagacious Brook, Sir Arthur Haselreg, Hampden ashamed of a country for whose rights he had fought alone, Cromwell panting with energies which he could neither check nor explain, and whose unconquerable fire was wrapt in smoke to every eye but that of his kinsman Hampden" were already embarked for emigration when Laud for "his own and his masters curse" procured a royal order against their departure.

Answer 6th.—Charles had written to Strafford to leave Ireland and come to England where he wished to take from him certain instructions with regard to the government of his kingdom. On his arrival and on his first entrance into the House of Lords he found himself impeached for high treason by the House of Commons. Pym and Hampden the sagacious leaders of the popular party drew up an accusation against him, for attempting to subvert the fundamental laws of the kingdom, for billetting soldiers in Ireland without their consent, for exacting money from the Irish people without the consent of their representatives, for advising the king to adopt the most unjustifiable measures against public liberty, for abusing his authority as President of the North, and for other charges of minor importance. But finding the dibatory proceedings of the lords in the prosecution of this great delinquent, Haselreg "a coarse minded man" proposed the famous bill of Attainder which in later ages has excited so much discussion. At length the prosecution went on with greater vigour. The great minister defended himself with the most extraordinary ability against thirteen lawyers by profession. He at first complained of the maliciousness of his enemies; the commoners took fire and he was obliged to beg pardon. The hall was filled with spectators of the very highest rank; the dark but commanding features of the culprit struck every one with awe. The king accompanied by his wife sat in a closed gallery to behold patiently a spectacle of so great importance. The judges proceeded with vigour and the earl of Staffard was at length convicted although St. John and Manyard, with all their erudition and eloquence could not bring the charges brought against him within the legal definition of high treason. Now the consent of the king was required. Charles strongly objected; he made use of every means to save the life of his ablest minister, he told the commons that he would not sacrifice him to their distrust and malice, but the entreaties of his wife and the perseverance of the Commons at length procured from him

an order which all Europe unanimously condemned. Thus fell Strafford one of the most conspicuous characters of these times. "To rise, to act and to govern was the necessity of his nature." Possessed from nature of qualities, at once energectic and vigorous, he in the begining of his public career entered the banners of liberty; but when he once forsook them he became the most unconquerable advocate of absolute power. His political capacity has received the highest complement in the fact that such men as Pym, Hampden and St John considered his existence incompatible with the liberty of his country "When he once ceased" says the illustrious continuator of Sir James Machintosh's history of England, "to be a demagogue he became a satrap" But it is evident that in forsaking the cause of liberty he was not obliged to sacrifice his principles. All his fame as a patriot rests upou two facts first his refusal to pay the tax imposed upon him by Charles in one of the earlier years of his reign and second his exertions to procure the acknowledgement of the Bill of Rights. But when we consider, that in one of his letters to Laud he lamented the lenity shewn to Mr. Hampden on his refusal to pay the impost of ship money, the most flagitious violation of that famous bill, that in his government of Ireland he adopted the most unwarrantable measures of tyranny, that the treatment he gave to Lord Loftus and Mountnoris were acts of the most flagrant iniquity, and that measures he advised Charles to adopt were the most arbitrary than any in the whole range of English history, we cannot satisfy our minds that his opposition against royalty in the first part of his life proceeded from true principles of patriotism; nor can we condemn the bill of attainder as a "crime." The leaders of the public cause thought the fabric of liberty as insecure and jeopardized whilst he breathed whether in exile or in chains, and hence proceeded that "capital ostracism which saved the republic" without interfering with the regular course of jurisprudence. Great he certainly was, for we cannot deny the epithet to "so much comprehension of mind, such vigour of intellect" and such profoundness of understanding. Eloquent, brave, and daring he was one of those men designed by nature to carry forth revolutions. But in taking leave of this great man we must not omit to mention that he was by no means deficient in natural affection. His able and eloquent defence, his tender allusion to the "departed saint" of his wife, are extremely pathetic and affecting, and it can be fairly said that the extreme severity of his condemnation and the magnanimity it enabled him to display at the moment of his departure from this world, have contributed greatly to redeem his forfeit fame.

DWARKANAUTH MITTER, *Hooghly College,*
First Class.

Afternoon Paper.

Answer 1st—I will follow Hallam's arrangement in this question. He begins with the triennial bill which he calls the most important measure of the long parliament. This bill provided that in no case the space between the dissolution of one parliament and the recalling of another, should exceed three years. That if the king did not order writs to be issued, the keeper of the great seal must issue them of his own accord on penalty of high treason. It also provided that if the lord keeper did not issue writs, twelve peers might assemble in Westminster and issue the

writs. Should they fail to do so, the sheriffs might go on with the work of election of themselves and in default of their doing so, the electors might themselves proceed to elect their representatives. Of the other beneficial measures the most wholesome was the abolition of the courts of starchamber, high commission, court of the president of the North, and the minor courts whose existence was not sanctioned by the legislation. They declared shipmoney illegal and reversed the judgment of the exchequer chamber against Mr. Hampden. They declared that tonnage and poundage could never be levied without the consent of parliament. They moreover declared that the king can not except in cases of foreign invasion, impress men for the army. They however enacted that the present parliament should not dissolved but by its own consent. This bill they presented at the same time with the attainder of Strafford for the sanction of the king. These last viz. the attainder of Strafford and the bill for their own dissolution are strongly censured by Mr. Smythe. They had formerly enacted that no parliament could be dissolved before it had sat fifty days, and now they provided for their sitting as long as they themselves pleased.

Symptoms of dissention first manifested themselves strongly enough to be noticed, on the first day that parliament opened after the recess during the King's absence in Scotland, and according to Mr. Macaulay, it was on this occasion that parties in parliament first appeared in the form in which they at present exist. This was the occasion, on which the celebrated remonstrance was discussed of. On one side was Pym, Holles, Hampden, Cromwell, Haselrigg, Strode, and all those who were of the violent party and wished to reduce the prerogative to a nonentity. On the other side was Hyde, Falkland, Palmer, Colepepper, &c. who are henceforward to be denominated the constitutional party.

Answer 2nd.—The remonstrance was an enumeration of all the grievances which had existed since the accession of Charles to the throne and most or all of which had already been redressed, so that the remonstrance can now serve no other purpose than to rouse the passions of the people against the government of Charles and keep up that distrust which was visibly subsiding. Nor was it expected to serve any other. Such being the case, those only favoured the remonstrance, who were interested in perpetuating the animosity between the throne and the people. The character of Laud has been drawn in colours extremely dark. Even the excuse of bigotry to palliate his cruelties was denied to him. I will begin with deleneating his merits. He was a generous patron of letters and it can be recorded to his honor that with all the bigotry attributed to him, he had patronized Hale, after being acquainted with his religious principles in a conferance which he had with him. He was never charged even by his bitterest enemies with a thirst for lucre and in all money matters, his integrety was never doubted. If he was an implacable enemy, he was also a faithful and jealous friend. In every case in which the interests of the church or the king were not involved, he always acted for the good of the country. This I am aware would be deemed by many as a negative virtue. His vices or defects were manifold, he was a willing slave and agent of tyranny. He was either a deep bigot or a villanous hypocrite. He had the vanity to make his own opinions or caprices, the religions cannons of his country. He was extremely cruel or had no natural sensibility. He drove Workman mad by his intolerable persecution. To him and to Strafford, the abominable

cruelties of the Starchamber were excesses of lenity. He rose to power by the assistance of Williams, yet he was the agent who brought him to disgrace. He was the fawning sycophant of Buckingham, the projector and supporter of the *Thorough* system. He it was who brought about the rebellion of the Scots, by advising the king to establish prelacy in Scotland; in short he was one of those evil advisers through whom Charles was brought to the Scaffold. There is no other alternative for him but to be called either a fool or villain and therefore those who favour him or his cause, tell us, if not plainly, at least by implication, that he was weak-brained and weak hearted man.

Answer 3rd.—The self denying ordinance was a measure brought into the parliament with the view of depriving the Presbyterians of all power whether in the field or cabinet, by making it a law that no member of the parliament should be capable of holding any office whether military or civil during the continuance of the civil war. This measure first proposed by Zouch Tate an obscure fanatic was a contrivance of Cromwell and his party (the independents) to take away all power from the hands of their rivals who had retained it with a firm grasp from the beginning of the civil war.

Charles was playing a double game with regard to Ireland. Whilst he was protesting in England, his abhorrance of the Irish Catholics, he was secretly negociating a treaty with them, first through the agency of the Earl of Antrim and afterwards through that of the Earl of Glamorgan the son of the Marquis of Worcestor, the richest Catholic Nobleman in England. Some of these conditions were known to Ormond his Lord Lieutenant in Ireland and some were kept secret between Glamorgan and him. He promised the Irish, toleration of their Religion and the abrogation of the penal laws; if they would assist him with ten thousand men and money to recover the absolute authority in England. These he promised secretly and they were to be kept secret by the Irish also till he was in a position to fulfil them. Thus he was at liberty to disown the Irish whenever he liked, and thus it happened; when the treaty became public, Ormond immediately arrested Glamorgan and Charles disowned him but he was soon set at liberty to pursue his scheme. Thus Charles was playing a deep game. He was either false to England or to Ireland. Mr. Hallam decides that the latter was the case; but for all that his guilt was none the less. He had gone so far as to have concluded a cessation of arms on one occasion and it was notoriously known that he had many Irish Catholics in his ranks.

Answer 4th.—The tenor of the proposals offered by parliament from the breaking out of the civil war, was always the same, they only differed in some minor particulars. He must give up the command of the sea and land forces (on this occasion it was proposed) for twenty years; must relinquish prelacy and consent to the establishment of presbyterianisms must put himself under the direction of parliament in selecting his minsters and councillors, must marry and educate his children according to the advice of parliament. Some of these are not mentioned by Guizot, and we are left to infer them from Mr, Hallam who says that many of these conditions were the same as those offered to him at Newmarket or York, of which he gives a distinct account. Charles was also called upon to annul all the patents of peerage which were granted after the breaking out of the civil war, and to recall all his proclamations against the parliament.

Answer 5th.—In revolutionary times, when men refuse to follow in the beaten path of their forefathers and are resolved to track out, one for

themselves, men like the Independents must by the necessity of the case, gain the ascendant. When every thing is left to be decided by human reason, they must tolerate each other's opinions. Hence the Independents maintained that every congregation met for the adoring of God was in itself a church and every body was left at liberty, to preach, pray and expound the Scriptures in the best way he liked. It is no wonder therefore that when men had once thrown off the shackles of restraint, they would become wild Independents. When men once forsake the beaten way they diverge in different directions. And thus the sectaries had different denominations and principles. They were either levellers, anabaptists, fifth monarchy men, &c. and all the fanatics ranged themselves under one or other of these classes That they did not sooner take possession of power is to be accounted for, only, by the prevalence of presbyterianism; but when they had once succeeded in carrying the selfdenying ordinance and the reorganization of the army, which they did by a fair pretext, they centred all real power in their own hands, and to keep it was not difficult, since the army was altogether, of *independent* principles. Cromwell told the house that they incurred the jealousy of the nation by keeping all power into their own hands and induced them to forsake it. Fairfax was made general whom he could sway any way he liked and the army was purged as the parliament was sometime after, of every presbyterian element. Having got the army in their favour, they were masters of the nation and soon showed parliament that they were no longer its servants.

Answer 6th.—The instrument of government was the great charter of Cromwell's government, it enacted that the legislative power should be lodged in one man to be called the Protector and the representatives of the people in parliament assembled; that all writs should be issued in the Protector's name. The executive power was lodged in the same hands, with this proviso that in the absence of parliament, all affairs should be transacted by the Protector and the majority of the Council. It gave no negative voice however to the Protector over the resolutions of parliament. The Protector was also to be the arbitrator of peace or war.

The parliament was to consist of 400 four hundred members returned according the population of the counties, and some of the great cities which had hitherto no franchise were allowed to return members. The small boroughs were disfranchised. It was on this model that the representation was reformed in the present (nineteenth) century.

It also limited the number of the soldiers to twenty thousand cavalry and ten thousand infantry.

The name of the Instrument was changed into Petition and Advice by the parliament of 1657, which also made so many other essential changes in it that Mr. Hallam decides that the short interval which elapsed between the passing of the petion and advice and Cromwell's death is to be ranked under monarchy and not republic although the title of the head of the government was still Protector and not king. The whole petition and advice was framed with reference to that article of it which conferred the name of king to Cromwell. Although Cromwell was forced to refuse the title yet no alteration was made in the rest of the document. The power of the Protector was also very much increased.

MOHENDRO LAUL SHOME, *Hindu College,*
First College Class, Second Year.

Literature Proper.

Morning Paper.

Answer to the First Question.—This is the soliloquy which Lady Macbeth utters, when she had first perused the letter of Macbeth, in which he speaks of his interview with the witches, of their prophecies to him and of the partial accomplishment of these, by his being promoted to the thaneship of Cawder, and she bursts out, in an enthusiastic exclamation, expressive of her hopes and her resolution. She says,

Well, thou art already become thane of Glamis and Cawder; and I am fully resolved that thou shall be, every thing, that thou art promised or foretold, by the witches, (*i. e.*) that thou shalt be king in addition to what thou already art Yet I do fear, that the goodness of thy nature, will prove an obstacle to the attainment of our wishes (and therefore she is afraid of it) It has too much of that milk like quality (compassion) which belongs to human nature, to take hold of the nearest (easiest) way, to arrive at the accomplishment of thy wishes. Thou hast the ambition to become great, but thou art without that wickedness which ought to be the concomitant of ambition. Even those things which thou desirest most ardently, thou wouldst not attempt to gain, by any unhallowed or wicked means. Although you may desire that which does not belong to you, yet thou wouldst not make use of any foul means, to obtain it, it means that although your passive wishes may extend to things which thou hast no right to claim, yet thou wouldst not, take any active hand, to snatch that which does not belong to you. Thou art desirous of having that (the crown) which tells thee thus must thou do, &c. The meaning of this is, that, thou art desirous of having the crown, but it is as plain as if the crown itself spoke, that thou must act, in this manner (murder the king) (*i. e.*) it is plain, in what manner thou must act, if thou wilt come to the throne. And this act thou art afraid of doing thyself, but thou art yet not desirous that it should not be done. Haste thee hither, that by my courageous words, I may infuse my own spirit, into your heart (through your ears) and beat away, by my valourous words, all the obstacles that your timidity presents in the way, of your possessing the crown, which fate and the assistances of supernatural beings, are resolved to place on your head, as it plainly appears by their prophecy.

MOHENDRO LAUL SHOME,
First Class, Hindu College.

Answer to the Second Question.—In the mind of Lady Macbeth ambition is represented as the ruling motive, an intense—overmastering passion, which is gratified at the expense of every just and generous principle, and every feminine feeling. In the pursuit of her object she is cruel, treacherous and daring. She is at once inspired with masculine courage; and disregards every thing. Self interest and family aggrandisement are the marked features of her character. She is doubly, trebly dyed in guilt and blood, for the murder she commits, is rendered more frightful by ingratitude and disloyalty, and by the violation of all the

most sacred claims of kindred and hospitality. When her husband's more kindly nature shrinks from the perpetration of the deed of horror, she like an evil genius, whispers him on to his damnation. The full measure of her guilt is never extenuated; she is a *great bad* woman. Macbeth, on the contrary, is sometimes determined to do the deed of horror; at other times, his heart misgives him. He is sometimes determined "to bend each corporal agent to the terrible feat"; at other times he says, "we will proceed no further in this business." He is like a drunken man reeling to and fro; he is urged on by his fate, like a vessel drifting in a storm. But Lady Macbeth is ever pre-eminent in her guilt. Her inexorable determination of her purpose, her superhuman strength of nerve, render her as fearful as her deeds are hateful. Yet for all this, she is not a mere monster of depravity, with whom we have nothing in common, nor a destroying meteor, whose path we watch in ignorant fright and amaze. She is a terrible impersonation of all evil passions, and mighty powers; and the woman ever remains a woman to the last, still linked with her sex and humanity.

We must bear in mind, that the thought of murder is not instigated by her to her husband; it springs within *his* mind. Yet it may be said that on the reception of the letter the thought spontaneously rises in *his* mind. But then the guilt is thus more equally divided between her and him; than we should suppose "the noble nature of Macbeth" goaded on to crimes, solely or chiefly by her instigation. It is true, she afterwards appears the more active agent of the two; but it is less through her preminence in wickedness, than through her superiority of intellect. The eloquence, the fierce fervid eloquence, with which she bears down all opposition, the sophistry which she employs in conquering all to the scruples of Macbeth; the sarcastic manner in which she lets fall the word *coward*, a word which no man can bear from another, still less from a woman, and least of all from a woman he loves, make us shrink before the commanding intellect of the woman. She is cruel only in the attainment of her object; and that done, she stops there. But Macbeth is goaded on from crime to crime; and he says,

> "I am in blood stept in so far that should I wade no more.
> Returning would be as tedious as going over."

One crime prepares for another; the death of Duncan, makes him meditate, and afterwards commit the death of Banquo, and that also prepares him for the butchering of Macduff's family. On the contrary Lady Macbeth, being satisfied with attaining her object, never commits any crime afterwards. It is evident then that in a mind constituted like that of Lady Macbeth, which is not hardened by the habit of crime, conscience must wake sometime or other. By a judgment the most sublime ever imagined, yet the most unforced, natural and inevitable, the sleep of her who murdered sleep is no longer repose; it is a condensation of those resistless terrors, which the prostrate heart, and the powerless will cannot baffle and repel. We do not exult over the ruin, but rather sigh over it; and we dismiss the helpless, conscience-stricken, murdress with a heaviness of heart, which Lady Macbeth in her waking state, could never have excited in us.

RADHA GOBIND DOSS,
Second College Class, Hindu College.

Answer to the Second Question—The authoress of the characterestics of women, has drawn, the character of Lady Macbeth in very favourable colours and denies that Lady Macbeth was more cruel and ferocious than her husband; but Lady Macbeth being a woman who having lived in seclusion and irritated her powers of imagination by constant indulgence, is enthusiastically bent on realising her dreams. This is so far true that we find that her courage supports her only, so long as is necessary to the accomplishment of her designs and a little longer, and then she sinks, beneath the weight of her guilty conscience very soon after her dreams were realized. But she retains enough of energy and self-controul, to refrain from giving utterance to her griefs, whilst she is awake. Others have described her, as a fiend in human shape, the very incarnation of the evil one, as a woman in whom all the softer feelings were swallowed up in one ruling passion, one who far from feeling any emotion of tenderness when her husband returns from the wars; endeavours to plunge him into an abyss of guilt. Macbeth in whom the softer feelings were not yet extinct salutes her by the name of " my dearest love," but she has no such epithets at her command and she salutes him by " Great Glamis worthy Cawder, greater than both, by the all-hail hereafter." This is the opinion of Mr. Coleridge. For my own part, I do not believe that she was so fiendish as Mr. Coleridge says nor so good as Mrs. Jamieson, that all the softer feelings were not extinct in her heart, but only suspended for a temporary period when her imagination was heated, by the perusal of Macbeth's letter. Macbeth was like her ambitious of the regal chair, but was not so lost to all the nobler feelings of the human heart, to adopt her proposal (of murdering his benefacter,) without a mental struggle. But he was naturally a courageous man (whatever might be said in disparagement of his courage in comparison to Richard) and he does not sink after the deed is done He dies like a brave man and shows his inherent valour even when all hope is lost, " Lay on Macduff and damned be he who first cries enough." With Lady Macbeth we have *no sympathy*, she died a death which she deserved. But we look upon Macbeth as a victim and pity him, even in his guilt.

MOHENDRO LAUL SHOME,
First Class, Hindu College.

Answer to the Third Question.—If the murder of the king were immediately succeeded by my exaltation to royalty and if the train of the attendent dangers were at once intercepted, then it would have been desirable to put it speedily into execution; if by assassinating Duncan, I could stop the course of evils which should follow the perpetration of the deed and at once secure to myself the possession of the crown; if in this life, this narrow bank on the ocean of eternity, this shallow ford in the great sea of time, I could preserve myself from every thing dangerous to my happiness and security, then I would have been ready to set at nought the punishments of a future life and would have willingly accepted the earliest opportunity of accomplishing my purpose. But in these cases we are subjected to the punishment of earthly tribunals; that by murdering others we but teach others to murder ourself. This impartial justice, that which says, " blood will have blood" serves to present to our own lips the same poisoned cup which we prepare for

others; *i. e.* the very schemes which we plan for the destruction of others are often made use of, to hasten our own ruin, for such is the impartial law of nature.

DWARKA NATH MITTRE,
First Class, Hooghly College.

Answer to the Fourth Question.—When Macbeth has resolved to murder Duncan, his evil thoughts have possessed him entirely. He dwells upon the murder as he proceeds towards the room of Duncan, but sees an "air drawn dagger" and starts;

"Is this a dagger, which I see before me."

Shakspere here beautifully depects the mind of a murderer. He alone sees the apparition and he alone is subject to fear. In all of his plays, the great dramatist makes the "oppressed brain" to perceive devils and phantoms, thus showing that such things have no existence in nature but they live in the minds of those that believe on them and in those minds that are under the influence of passion. If Shakspere would make the whole company start by the sight of Banquo's ghost, we would believe that really the apparition of the murdered general entered the hall. But the poet does not wish to tutor us to a belief on devils, but on the contrary he lectures us to laugh at them, and that at the best they are

"False creations proceeding from the heat oppressed brain."

In "Hamlet," the prince starts and beholds a "king of shred and patches." But the queen though startled by a sort of sympathy on looking on Hamlet, does not see the ghost and yet sees "all that is there." In "Julius Ceasar," the sceptical Brutus sits pondering over his books till a late hour, and is at once roused by the sight of Ceasar's ghost entering his room and promising him to meet him again at Philippi.* But neither Casca, nor Cassius nor any one of the murderers see the ghost, and the reason why Brutus alone received the "supernatural visitation" was that his mind was troubled by the murder of his kinsman and patron and that he continually dwelt on the event

"Which thus informed his sight."

Modern science has substantiated what Shakspere marked only in hints. We are aware that the difference between "perception" and "conception" is, that by experience the former carries a strong belief of the reality or the existence of the object perceived, while the latter carries also a belief of the existence of its objects, but this belief is always overturned by the sight of objects around us. But if a man could make his conceptions stand without being obstructed from outward circumstances he would believe as much on the existence of the objects of his conception as he does on the existence of the objects of perception. But this as the case with men under the power of imagination and the passions. He gives himself up whole and entire to his thoughts and therefore the objects they conceive appear as realities. This reasoning explains the mystery of the dream of Junat which his wife the Duchess d'Abrantes has mentioned, and which has excited so many curious remarks. In Richard the Third we observe the same phenomena.

---

* Plutarch believes that Brutus really saw Ceasar's ghost.

Macbeth is now under the controul of his imagination, and to him nothing seems real but what is false. His mind is disturbed. He can no longer speak of the "single state of man." He is in the same predicament, in which Brutus was just before he was going to enter into the conspiracy. The "steady Rome" was falling into the snare which way laid for him, and the trials which he made to reel back is just what Macbeth did in his solilloquies. There is another scene in the play of "Julius Ceasar" which can be compared to the scene before us. I allude to the time when Brutus sees the ghost, calls Lucius and then consoles his half-crazed mind that what he saw was only an apparition.

In "Hamlet" the Queen says to the Prince that what he saw was nothing real but

"The coinage of *his* brain."

CARRAPIET J. STEPHEN,
Second Class, Dacca College.

Answer to the Fourth Question.—The theory of apparitions which Shakspeare illustrates in this play, Hamlet, Julius Caesar, &c., is nothing more than that the objects of our imagination, when they are interesting, and engross our mind completely, are mistaken for realities, as if they were the perceptions of them. We are convinced of the independent existence of the material world, and of all its objects, only by experience, so that when we perceive an object, we judge from other circumstances, founded on our previous knowledge that the object has a real existence. In the same manner, when anything is presented in our imagination, we believe its real existence as long as our mind is wholly occupied with it, but when we remember all other circumstances, connected with it, we are convinced of the non-existence of the object. This is Shakspeare's theory; and it has been confirmed by the modern science of mental philosophy.

Macbeth while he utters these words is intent upon the murder of the king. All other things are excluded from his mind, and the "thought of the bloody business" wholly engrosses it; so that he sees a dagger in his mind; an instrument which is associated with men's minds with deeds of blood; and as there is nothing to convince him of his error, he believes for sometime its real existence. It was thus that Mrs. Siddon's mistook the objects of her imagination for realities; it is this circumstance which made her run to her husband's chamber in the midnight, only on seeing an imagined spectre.

When Hamlet asks her, "do you see nothing there," the queen answers to this effect "I see nothing; but every thing that is," and she afterward says very similar to this passage.

RADHAGOBIND DOSS,
Hindu College, Second College Class.

Answer to the Fifth Question.—This fear is twofold. In the first place Macbeth thought that if his guilt was discovered, there was no body in the kingdom except Banquo who was capable of revenging the murder of Duncan. For the same reason he feared Macduff, as appears from his

saving to the apparition who told him to beware of Macduff "thou hast harped my fears aright." In the second place, he feared, lest the descendants of Banquo should "wrench from his hands with an unlenial hand, the sceptre of state," *according* to the prophecy of the witches. It is remarked by Coleridge that in all the soliloquys of Macbeth, he endeavours to hide under the cover of prudential reasoning, the dictates of his conscience. Here Macbeth, endeavours to hide his malice towards Banquo and to lull his conscience by showing that the death of Banquo was necessary to his safety. The poet moreover takes this opportunity to draw the character of Banquo

I do not recollect the exact words in Antony and Cleopatra.

This Philosopher is Socrates who as Rollin says, used always to speak of his Dæmon or Genius.

MOHENDRO LAUL SHOME,
First Class, Hindu College.

Answer to the Sixth Question —Macbeth's mind is at this crisis full of mortification and disappointment. He finds that the very object for which he committed the murder of Duncan, the peace and happiness of his mind has not been accomplished He feels the sceptre slipping from his hand; he sees in his imagination Banquo's issue supplanting him and his children from the throne, and feels every thing belonging to himself at danger and insecurity. In the agony of his heart he wishes to be rather numbered with the dead than to live in constant disquietude and agitation of mind, he envies the fate of Duncan, sleeping soundly in his grave unmolested by all the cares and anxieties of this life; while he himself was a perpetual prey to fears of every description Frantic in despair, he borrows resolution and at once dares to hazard this as well as his future life, to suffer the worst consequences rather than live agitated by perpetual consternations; but his resolution falls soon after and he lies under the excruciating torture of restless agony.

DWARKA NATH MITTRE,
First Class, Hooghly College.

Answer to the Seventh Question.—Hecate is used for an infernal agent who delights in "natures mischief" The darkness of the night which hides from the knowledge of men, the actions committed by mankind is generally made use of by murderers and criminal persons for the perpetration of their horrible deeds The beetle mounted on its shards or scaly wings, is considered as a sign of the approach of night. The "deed of dreadful note" alludes to the intended murder of Banquo. The word chuck is a term of affection and endearment. "Seeling" means blinding. This figure is taken from "falconey." The "tender eye of pitiful day" alludes to the effect produced by horrible and unnatural deeds when discovered by daylight. The "bloody and invisible hand" alludes to the invisible hand of the murder committing his deeds in the night The bond alludes to the lease according to which the lives of mortals are supposed to be held To cancel and "to tear" is to murder.

Hecate is represented as black for the criminal designs she delights in. She is usually termed by poets "triple" Hecate certainly alluding to the different forms she assumed when she wished to undertake particular purposes. When receiving the offerings of the witches she is described to wear a pale appearance but while presiding over "murderous thoughts" and infernal purposes she is described with poetical consistence to be invested with blackness, the usual sign by which crime is denoted.

DWARKA NATH MITTRE,
First Class, Hooghly College.

Answer to the Eighth Question—Shakspere wrote "Macbeth" about the time of James the first, when a belief in witchcraft was almost universal. Even Royalty did not slumber in this excitement and James wrote a work in defence of the witches * Shakspere's witches are superior to those of Middleton and those of his contemporaries His witches combine in them both the qualities of the fates and the furies Mr Buchanan makes us believe that the witches of Macbeth were in form more terrible than common women, and Johnson calls them the personification of the malignant parts of our nature. They have the power of sending our souls to hell while the common witches can only torment the body Here then Shakspere has made his weird sisters by compounding the vices of the evil genius of the Grecian mythology and the witches of his own times. The witches of Macbeth says Dr Johnson are the creations of his own imagination. They ruled man by directing him to evil deeds, and when the deeds were committed they returned as judges to punish. But Shakspere, though he has created beings adapted to his purpose, has been confounding the superstitions of different times.:

CARRAPIET J. STEPHEN,
Second Class, Dacca College.

Answer to the Ninth Question.—The first great moral caution conveyed to us in this tragedy is the danger of unprincipled ambition When we have once allowed ambitious thoughts to enter our minds, when we once begin to think that something in the possession of others will be of infinite service to our happiness we are apt to hazard every thing and to "give our eternal jewel to the common enemy of man" by attempting to deprive them of the thing wish for But the master mind of Shakespeare has described the success of unprincipled ambition but has not failed to describe its downfall too. The fate of Macbeth and his wife will for ever serve as the most efficacious lesson that has been taught by any one for warning mankind from vice and corruption. We shudder at the thought of the mental agony suffered by Macbeth and his consort and we instantly endeavour to tear out from our hearts the roots of a passion which leads to such dreadful consequences.

---

* Lingard makes a humourous comment on this point in his history.

Another lesson taught to us is that hasty credulity is always to be avoided. Macbeth by rendering himself an easy dupe to the machinations of the witches was led to perpetrate deeds which hastened his downfall and which marred all hopes of his happiness in future life.

"Security" says our author is mortals chiefest enemy! To this precept we ought always pay particular attention. Confident of our own security we are very apt to fall into a carelessness which eventually leads to our ruin.

But there is another moral lesson which this great poet has preached to mankind. The first initiation of guilt must be always guarded against. Macbeth by murdering Duncan, and by first entering into the path of vice found that he was obliged to support himself by other crimes.

"He had stept so far in blood that to return was as tedious as to go o'er."

The murder of the king's chamberlains, that of Banquo, that of the wife and children of Macduff in fact a number of the most atrocious and cruel deeds were committed by him, only to give stability to a throne gained by one unfair means.

DWARKA NATH MITTRE,
First Class, Hooghly College.

Answer to the Tenth Question.—First "Where the Norwayan baners &c."

This passage is quoted by numerous poets. We have it in Shakespeare himself in history

"With colours idly spread."

in Gray

"Though fanned by conquest's crimson wing,
They mock the air with idle state."

in Byron's battle of Albuerra

"Three gaudy standards flout the pale blue sky."

II. In Milton's Paradise lost

"Their stately growth tho' bare
Stands on the *blasted heath.*"

MOHENDRO LAUL SHOME, *Hindu College,*
First College Class, Second Years' Student,
Senior Scholar of the First Grade.

JOHNSON.

Answer to the Eleventh Question.—Johnson in treating of pastoral poetry censures Virgil for introcing the gods whilst he allows his hero to talk of things that are known only to the later times. "By the introducing of gods" says Johnson, "we are given to understand, that the events are to be referred to the golden age, yet the poet allows himself to talk of things that can only be known to later times and even mentions Gallus, the poet's contemporary." In the Comus every thing is referred to the golden age and therefore mythological characters may safely be introduced according to the principles laid down by Johnson. The same principle does not apply to Lycidas.

Answer to the Twelfth Question —Johnson was generally a capricious critic. In judging any thing by the criterion of an established rule, he always guided himself by the letter of the law and not its spirit, for this reason, Macaulay, tells us that Johnson critised works of taste, in the same manner as a lawyer expounds the principles of civil and criminal law. The explanation of the terms nature, truth and poetry, will be a sufficient comment upon Johnson's criticism.

Bacon in his essay on truth, has shown that a poetical image although it has no prototype actually existing in nature, is something very different from "vinum dœmonum" as poetry is styled by one of the fathers. The poet is not bound like the historian or geographer, to represent nothing but what actually exists in nature; he may combine, the ideas presented to him by nature, very variously. He may even go a little beyond that, he may introduce us to the witches of Shakespeare, the Fairy Queen of Spencer and provided he makes his persons act according to their assumed character, and never makes one part of his story forget another, he may introduce any combination It has been justly said by Stewart that the poet's sphere of activity is only limited by our sphere of enjoyment. There is therefore a great difference between poetical truth and historical truth.

A description which may be called true to life when presented to us as a poetical representation, might yet be called an idle fabrication of the brain when given as a historical fact.

Nature is the great foundation of all descriptions, we are so created that we can not have the conception of any thing of which the component parts do not exist in nature. But the poet has the acknowledged liberty of combining these in any way, fitted to give pleasure. But the other classes of writers (excepting novellists whom I may include within the name of poets) are bound to describe such combinations only as exist in nature

Johnson therefore appears to have misunderstood the signification of maxim which binds the poet to copy from nature, and his knowledge of what actually exists in nature can not bind the poet in forming his combinations

Answer to the Thirteenth Question.—The chief peculiarity of the Spenserian stanza that at present strikes me is the constant intermixture of hexametre iambics (or Alexandrines) with the English heroic, which consists of five iambics.

Johnson objects to Spenser's style as too antiquated and irregular and says that we ought to improve upon the taste of our ancestors and not follow them blindly. He also objects to it on account of the obsolete words which abound in it. He says that we ought not to pick up what our ancestors have thrown away.

These celebrated authors have assumed it because, it is very dignified and magestic. Beattie explains why he adopted a measure so difficult and complicate in the preface to his Minstrel.

Answer to the Fourteenth Question.—

Sŏ Eāgĕrlў thĕ fiēnd 1
O'ĕr bōg ŏr stēēp, thrŏugh strāit, rōugh dĕnse ŏr rāre 2
Wĭth hēad, hānds, wīngs ŏr fēēt, pŭrsūes hĭs wāy 3
And swīms ŏr sīnks ŏr wādes ŏr crēēps ŏr flies 4

If Johnson is to be our guide, these lines are peculiarly halting. If the iambic be the only measure that can be used in heroic verse, then almost all these lines are defective as will be seen by my scanning them. But Milton uses intermixture of various metres. Thus in the 1st line the last foot but one, is a *pyrrhic*, the 4th in the 2nd line is a trochee; the 2nd in the 3rd line is a *spondee;* all the rest are iambic. The number of monosyllables and string of consonants in the last line makes it peculiarly harsh, but it very beautifully represents the motions of Satan, and we see the number of arts he uses, by the number of feet,—

1 And swims—2 or sinks—3 or wades—4 or creeps—5 or flies.

Answer to the Fifteenth Question.—This is one of those passages which Dr. Johnson cannot contemplate without deep feelings of admiration. The cæsural pauses are on the sixth syllables in the 2nd and 3rd lines. In the 4th line the pause is after the 7th and we are obliged to stop on a weak syllable; but still it leaves three syllables after, that is some compensation according to Johnson's rule. In the 5th and 6th lines again, it is on the sixth syllable. In the 7th line it it not so good, because the pause is on the 5th and we are obliged to rest upon a weak syllable.

In the last line it is very bad according to Johnson as we rest upon the 1st and 2nd syllables. But according to the opinions of a famous gramarian, these pauses are very beautiful, as they give us time to contemplate the various ciramstances pride, pomp &c. This is one of the best passages in the best play of Shakespeare. The blank verse has the advantage of regulating our stops by means of the sense and not mere sound; it has never the disadvantage of having the sense, opposing the sound and vice versâ.

Answer to the Sixteenth Question.—The different sorts and motions described in the two parts of the passage necessarily required a difference or change in the measure. The *anapæst* of the first line, marks the quickness of motion according to Johnson's principle which is in this case true. Each of the following lines begins with an *anapæst*. The slōw mĕlting strāins, require that the verse should be prolonged, and the succession of long sounds, which takes us a great deal of time to pronounce effects this purpose. The slow motion of the queen is also well represented. In glĭdĭng stāte, shĕ wīns hĕr eāsў wāy.

Answer to the Seventeenth Question —

Ŏvĕr hĭll, ōvĕr dāle
Thrōugh bŭsh throūgh brĭār
Ŏvĕr pārk, ōvĕr pāle
Thrōūgh floŏd throūgh fīre
Ĭ dŏ wāndŏr ēvĕry whēre
Swĭftĕr thān thĕ mōon'ĕs sphēre.

The measure of the verse seems in general to be a *trochee* in the first part. The first foot of the sixth line is anapæstic and the rest iambic. In the first part the tediousness of the journey is to be represented, and in the second the swiftness. The trochee and the iambic answer these respective purposes very well. Johnson is of opinion that the English language has too few vowels and too many consonants and he is very angry, with Milton for his supposed elisions of vowels. He is of opinion, that the final *E* used by our old writers was once vocal, and desires that they might be so still.

Answer to the Eighteenth Question.—The quotation from Beattie illustrates by the collection of the number of very hash consonants in the first part shrill sound of the trumpet and it is indeed so harsh, that it is scarcely endurable. The "obstreperous trump" would rouse the seven sleepers The easy smoothness of the 2nd part more easy by comparison, might well represent the mental tranquility it describes.

The *short shrill shriek*, is well calculated to give occasional disturbance.

When the bēētle wīnds, we perceive that his horn though small, is sūllĕn indeed.

The monosyllables of Pope's Alexandrine the contrast of the *very* weak 1st syllables to the very long 2nd syllables of each foot, makes us almost see, the dragging of the serpent's tale

Thăt līke, ă wōund—ĕd snāke, drăgs, ĭts slōw lēngth ălōng.

Answer to the Nineteenth Question.—The pause in the 5th line after *bland*, by dispersing our pleasing train of ideas seems harsh, we ought to have been obliged to stop at any place, before the sleep *dispersed.*

Answer to the Twentieth Question —On us who learn the English language merely from books, the meanness of the expression, has no effect. The knife is associated in our mind, with poinard, the dagger and the bodkin, which the Highlander always bears about his person, with which he "rights his wrongs" and stabs his enemy. The *dun* is a word, which is seldom met with, and is therefore not vulgar, and which we meet with in Shakĕspeare and Milton *only*. It is that same word which Milton uses "When Satan soars into the *dun* air sublime," and when his comers says "which these *dun* shades will ne'er report." The idea of peeping through the *blankĕt* might have been suggested by Shakespeare's own habit of peeping through the blankĕts of his stage, and no idea that brings unto our mind, the author of Hamlet, Othello, and Macbeth, can be associated with anything but sublimity, beauty and pleasure.

Answer to the Twenty-first Question —Whilst I repeat these lines I forget, Johnson and his criticism and see the master mind, that is born to dictate laws to nature, than submit to her laws Although these

allusions have no prototype in nature, although, honor or any thing else, can never be pluckēd from the moon, although, the pebbles on the hungary beech can never fillip the stars, nor see the representation of danger; yet in spite of nature, the sentiments, which they represent, could have been better represented by nothing.

Answer to the Twenty-second Question.—The words are all Johnsonian and with reference to the sense they are all appropriate. It is true that some of them are too hard to be pronounced by a young lady, and some too difficult to be understood without reference to Johnson's dictionary. But in these things Johnson can see no impriety

Answer to the Twenty-third Question.—In the 1st passage, the word *which* as it always refers to the nearest noun is improper, since its proper antecedent is *observa* tu and not insult, the words *and they* ought to be substituted for *which.*

In the 2nd envy and avarice are called adscititious passions, which is not true, for they are innate.

In the 3rd there is a great tautology.

In the fourth, the metaphor is vicious, and the meaning is lost in the exhuberance of words.

Answer to the Twenty-fourth Question —Hasty compositions, however they may please as for a moment by agreeing with the fashion, can seldom, survive the change of generations, and lose their popularity when they are criticed and their defects shown or simply by neglect.

We shall then find the folly of endeavouring to obtain that which we can not retain in our possession (of collecting ideas, which we can not remember,) and spending our lives in toilsome attempts to acquire fresh possessions when we are in the act of losing those, which we already have.

MOHENDRO LAUL SHOME, *Hindu College,*
First College Class, Second Year,
Senior Scholar of the First Grade.

THOMSON'S SEASONS, AND CASTLE OF INDOLENCE.

Answer 1*st* —Poetry enhanceth whatever she toucheth. The poet takes nature for his subject and then adorns it with all the glow of his own imagination, and all the beauties he can collect from the objects around. Thus in the verses before us the constellations are natural objects, but the Poets imagination represents them as watching over the earth, and peoples them with beautiful beings of his own creation, who tune "the silver lyre" "amid the spangled sky."

Poetry is not a lie, but only "the shadow of a lie." The Poet has nature for his subject, but he is at liberty to improve on it, and make the face of nature more beautiful than it actually is. He is at liberty to collect all beauties and exclude all defects, and intersperse his piece with such allusions as the imagination naturally suggests from the objects before it. Thus, in the verse before us, the poets imagination naturally peoples the constellations with extremely beautiful beings.

The scope, or end of poetry is to instruct at the same time that it pleases. This the poet effects by a happy combination of harmonious

numbers, and such allusions as lay hold on the imagination, and chain the attention. The truths conveyed in poetry "come home to men's bosoms," a fact conveyed in poetic imagery sinks deeper into the heart, and is longer remembered, than when communicated in common prose.

Poetry, says Bacon, "serveth and conferreth to magnanimity, morality, and delectation. I shall conclude with the following verses of Gray, showing the effects of poetry,

> "Thy steps, where e'er the goddess roams,
> Glory pursue and generous shame,
> The unconquorable mind, and freedoms holy flame,"

The classical superstition alluded to in the last two verses, is to Pythagoras' theory of the harmony of the spheres.

Answer 2nd.—The words used figuratively are "dejected", "struggling", "clothed", "weak", "wan", and "prostrate."

"Dejected" makes the day sad for the absence of the sun; "struggling" has the effect of realising to us the difficulty with which the rays of the sun pierce the clouded atmosphere; "weak" and "wan" convey a proper impression of the pale light of the sun, and "clothed" of the manner in which the sun is enveloped by clouds and storms. "Prostrate" represents the earth as longer able to resist, but resigning itself to the influence of the wintry storms.

Answer 3rd.—The "full ethereal round" is the moon, and "all one cope of starry glitter" is the canopy of heaven, which is so studded with stars, that not a vacant spot presents itself to the eye, but the whole appears to be one glitter of stars.

"Full" is put to intimate that the moon is not only partly visible; and "one" cope to show that the sky is so covered with stars, that the eye cannot rest on a vacant spot. Morn is here represented as a beautiful lady who on waking finds that some mishap is befallen her. The morn resembles a lady in being modest, chaste, and beautiful, and putting on the same dull appearance from misfortune.

Answer 4th.—"The plume of war, with early &c." This verse alludes to the glory which Sidney acquired during the campaign in Flanders, where at an early age he distinguished himself for his gallantry, and nobly fell at the battle of Zutphen. "The lover's myrtle" is in reference to Sydneys love songs to his mistress Stella; and "the poet's boy" alludes to his "songs and sonnets."

Answer 5th.—The first three verses allude to the sincere devotedness, with which he supported the cause of his religion, in opposition to the reformation, which Henry VIII., was trying to bring about. More's zeal was generous because he sacrificed his life to his principles, but it was mistaken because it opposed the reformation, which has confered one of the greatest blessings on mankind.

More was as firm as Cato because nothing could make him flinch from his established opinions. He was as just in the integrity and disinterestedness with which he performed his official duties.

"Like rigid Cincinatus &c."—More, like Cincinatus, refused to be rich when to be rich was in his power. He declined a lucrative place which was offered him by Wolsey, alleging that he could not accept it in strict conformity with rules of justice, as he was already holding other civil offices. The character of More "both in public and private life," says, Lord Campbell, "came as near to perfection as our nature will permit."

" A dauntless soul &c."—This verse alludes to the unshaken firmness with which More met his end. Hume speaking of it says, " not only his constancy, but even his cheerfulness, nay his facetiousness never forsook him; and he made a sacrifice of his life to his integrity, with the same difference that he maintained in any ordinary occurrence." When he was ascending the scaffold he told the executioner, with a smile, " Friend see me up but when I have to come down let me shift for myself.

Answer 6th.—Bacon's philosophy is described here as of a divine character, as tending directly to the benefit of man, and leading us, by induction, to a connection of the existence of a great First Cause.

Answer 7th.—Newton is represented here as a pure disembodied spirit as one lent to mankind, by God, to disclose to them his boundless works, and the order and harmony that pervades his government.

The poet very properly uses *lent* here. All natures gifts are lent to us for some special purpose, and we are all responsible for the use we apply them to. Shakspeare uses lent in the same sense in the following verses:

> " For nature *lends* not the smallest scruple
> Of her excellence, but like a thrifty goddess,
> Determines to herself both thanks and use."

The laws here alluded to are what are commonly called in mechanics " the three laws of motion." The poet calls them " sublimely simple because the principles they disclose are very simple, and yet suffice to explain all the phœnomena of nature.

Answer 8th.—A great change has taken place, in the opinion respecting Shakspeare, since Thomson's time. He is now no longer considered wild, but the most exquisite art is now acknowledged to be exhibited in his writing, and Ben Jonson's opinion that

> " A poet's made as well as born:
> And such wert thou."

is fully confirmed.

Milton has the following verses on Shakspeare:

> " Or sweetest Shakspeare, Fancy's child,
> Warbles his native wood notes *wild*."

and Gray these

> " Far from the sun and sumer glade,
> In thy green lap was natures darling laid.
>
> " This pencil take she said whose colours clear,
> Richly paint the vernal year:
> Thine too these golden keys, immortal boy!
> This can unlock the gates of joy.
> Of horror that and thrilling fears,
> Or ope the sacred source of sympathetic tears.' "

Answer 9th.—

> " Three poets in three distant ages born,
> Greece, Italy and England did adorn,
> The first in loftiness of thought surpast,
> The next in majesty, in both the last;
> The force of nature could no further go,
> To make a third she joined the former two."—*Dryden.*

The allusions in the last two verses are to Milton's own descriptions of chaos, of blooming Eden, and of Paradise.

Answer 10*th*.—In the first four verses the poet promises to write heroic poetry Thomson did not fulfil his promise

In the fifth verse Thomson promises to write such lyric poetry as were composed by the ancient bards. The following verse from Milton's L'Allegro is called up by the sixth

> " Sometimes let gorgeous tragedy,
> In sceptered pall come sweeping by,
> Representing Thebes or Pelops' lines,
> Or the tale of Troy divine "

Gray has these verses on tragedy,

> " In buskin'd measures move,
> Pale grief and pleasing pain,
> And horror tyrant of the throbbing breast."

Thomson wrote the tragedies of " Agamemnon," " Sophonisba," " Coriolanus "

The poet is of all writers to inculcate virtue because his pictures make the deepest impression

Answer 11*th*.—Qin, the Esop of his age, lived a while in indolence and retirement, but being deeply animated with a love of fame, he returned to the stage, and acted his part with greater vigour. Yet he did not go beyond nature's bounds, but observed decorum; and could now excite our pity, and now our admiration

Obsolete words are introduced into the Castle of Indolence, because this poem is written in imitation of Spencer.

Qin is called " the Esopus of the age" because he inculcated morality.

Answer 12*th*.—

(1.) " To strew the laureate herse where Lycid lies "—*Milton.*

(2) " Where the Attic bird,
Trills her thick warbled note the summer long "—*Milton.*

(3) " As thick as idle motes in sunny rays."—*Chaucer.*

(4.) " Yet I do fear thy nature,
It is too full o'the milk of human kindness."—*Shakspeare.*

(5.) " I know a bank whereon the wild thyme grows."—*Shakspeare.*

THOMAS KALLONAS, *Dacca College,*
Third College Class, Second Year,
Junior Scholar

Mental Philosophy.

Morning Paper.

Answer 1*st*.—The term Metaphysics is commonly applied to those sciences which treat of subjects beyond physics, or of subjects which are not perceivable by our senses. Stewart's Philosophy of the Human Mind treats, principally at least, of our mental faculties which are not perceivable by our senses; therefore it can, I think, be properly called a work on Metaphysics, according to the above definition. The vague meaning of this term has led those men who are chiefly occupied with the objects of their senses to believe that as the science treats of nothing of the sensible world which to them is only useful, mental science can be of no use in the ordinary business of life, and so they have thrown into discredit without discrimination what is clear and useful in the science as well as what is obscure and frivolous.

Answer 2*nd*.—The peculiar difficulties which are inseperable from the subject of Mental Philosophy are—(1) the common opinion that it has no connection with the business of life. (2) Our natural inclination to draw analogies from the material world. (3) Lateness of the period from which it began to be successfully cultivated. But of all these difficulties that which arises from the ambiguity of language is the most insurmountable. This difficulty is even greater than that which we meet with in reasoning in this science. During the whole of any reasoning process, we often find ourselves obliged to keep a steady and scrupulous attention to the signification of the terms we employ; and, excepting only in those cases in which we have accurately defined the words we make use of, and have rendered these words perfectly familiar to us by long practice, we are sure to run into errors and absurdities, if we do not pay that degree of attention to the meaning of the terms. This happens most strikingly when the words we employ are of a very abstract nature, such as honour, justice, government, policy, constitution, church, state &c., &c.

With improvements in language, these words become more and more precise in their significations, the limits to their meaning become accurately marked; and they therefore offer steady subjects to the investigation of philosophers. Philosophers in the ancient times had been engaged more in disputes about words than in attempts to increase the stock of human knowledge. But when the signification of the words become undisputedly fixed and ascertained, they would natural produce advance of knowledge and lead to more useful and important discoveries. The meanings being accurately fixed, all the particular things and particular objects which are comprehended in the general terms will be precisely classified according to their common qualities; and these classifications will be more comprehension in consequence of the assistance which science improved by the possession of precise and well defined general terms, would give to our powers of reasoning and invention.

Answer 3rd.—It was Mr. Hume who first drew the attention of men to the relations which connect our thoughts together and to the laws which regulate their succession. The relations which Mr. Hume points out are, resemblance and analogy and contiguity in time and place. This enumeration, although not sufficient, was worthy of the attempt of a philosopher and was in the true scientific direction. Because these are the principal relations which regulate ideas in the minds of the greater bulk of mankind, for in their minds ideas are associated according to their most obvious relations and it is these relations which Hume attempted to enumerate.

A philosopher should first ascertain the case of the generality of mankind and then endeavour to find out the exceptions to the general rule which he will establish. Therefore Hume's attempt was in the true scientific direction, though there are many other relations which connect thoughts in our mind, and though the relations which regulate ideas in the mind of a philosopher be quite different from those which prevail in ordinary minds.

Hume's enumeration of the principles which regulate the succession of ideas in the mind is of course defective, but a complete enumeration of them is impossible. For these principles are innumerable; ideas may be even associated together in consequence of the similarity of sounds of the different words which express them. Stewart divides these principles into two classes; that is, those which are obvious, and occur to us spontaneously, and those which do not occur without some effort of attention.

Answer 4th.—According to Stewart casual associations are apt to warp our speculative judgements in the three following ways. (1.) By connecting in our thoughts things which are distinct in their nature, so as to introduce perplexity and error into every process of reasoning in which they are involved. (2.) By misleading us in those anticipations of the future from the past which are the chief foundation of our conduct in life. (3.) By connecting in our thoughts erroneous opinions with truths which irresistably command our assent and which we find of importance to human happiness.

The connections which exist in every mind between the notions of extension and colour, as also between those of time and space, are striking examples of the first kind of casual associations.

The popular belief in the influence of the planets and of lucky days, the observances and religious ceremonies which accompany the practice of medicine among rude nations, are examples of the second class of casual associations.

From the class of associations arises bigotry in national religion and institutions, and a deep rooted affection and veneration for those maxims, of whatever nature; to which we have been taught from our childhood to give an implicit assent.

Stewart clearly traces these errors and superstitions to their proper causes and shows by means of convincing arguments and illustrations that they have no foundation in the universal nature of human constitution, but arise merely from accidental associations; his instructive observations therefore may have the beneficial effect in clearing the mind of these errors, unless the mind be blended by superstition and therefore incapable of understanding the language of reason.

Answer 5th.—It was Dr. Reid who has given currency to the opinion that the province of imagination is limited to objects of sight. According to Stewart this opinion is quite erroneous. Imagination, says he, delights to display its power of combination in all the various objects of human enjoyments. How many beautiful images have been drawn from the fragrance of the fields, from the melody of the groves &c.! Still it must be acknowledged that the objects of sight furnish the principal and by far the most pleasing materials, out of which imagination selects and forms its own creation; but it is not the only source.

In the rise of the fine arts, taste without imagination is impossible. There being then no work of eminence by which we can form our taste, imagination acts the part of taste and works according to its own views. It consequently remains vigorous at the beginning of the rise of the fine arts. But as the works in these arts grow numerous, we can form our taste by the perusal of these works, and therefore taste now takes the part of imagination and improves daily, while imaginations declines. This takes place according to the general principle that all our faculties both mental and bodily receive improvements or decays, according to the excercise and cultivation which we give to them.

Answer 6th.—Many circumstances, says Stewart, have happened and many discoveries have been made to render the progress of society to a state of greater happiness, certain and almost inevitable. The press has secured a gradual progress and civilization of mankind. The modern method of fortifications has secured civilized countries from the attacks of barbarians who in the ancient times, produced shocking havocks on countries and kingdoms which they attacked, and destroyed the monuments of human industry and science. Experience has taught the rulers of mankind that the prosperity of their nations does not depend on the poverty and misery of their neighbours, but on their prosperity and opulence; and that the best source of public revenue should be derived from their own country and not from foreign subjects. In the ancient histories we often read of the downfall of empires and kindoms, of sudden changes from prosperity into misery, from civilization into barbarity and these may dishearten us of the progressive improvement of our race; but the circumstances and discoveries, above mentioned and which are all effects of education and the general diffusion of useful knowledge, have rendered such revolutions in the present age impossible; and we have every reason to hope that as knowledge will increase and be more diffused, such improvements and discoveries will more and more increase in number, and will render the path of the progress of society to a state of greater happiness clearer and easier, at every step.

BROJONATH MOOKERJEE, *Kishnaghur College,*
Second Class.

Political Economy.

Answer 1*st*.—Rent is the consideration paid by the occupier of a piece of land, (when that land belongs to another) for the use which he is allowed to make of that land. It originates in the appropriation of the soil by the government or any class of the community. This account of the origin of Rent is that given by Mr. Jones; but Political Economists of great renown have denied that Rent originates in this manner. They assert that Rent consists in all cases, of surplus profits and originates in the difference of the quality of the soil in different lands. Mr. Jones is at great pains to show, that throughout the world, when the people were numerous enough to resort to agriculture for subsistance, they placed the proprietorship of the soil into the hands of the general government, and the king then distributed it amongst his nobility, and that when these last allowed the other men to cultivate the lands, they made a contract with them, by which they were to be paid some compensation for the use of the land and this compensation consists either in labour, part of the produce or in money. He moreover remarks that it is only in limited portions of the earth that rent consists of surplus profits as in England and Netherlands.

Mr. Jones divides rents into two classes.

1. Peasant or primary rents. II. Farmer's or secondary rents. He sub-divides Peasant rents into four classes. 1. Labour rents where the *consideration* paid for the use of land, consists in the personal labour of the occupier, employed upon the demesne lands of the proprietor.

2. Metayer rents where the remuneration paid, consists in some part of the produce of the lands used; this part is generally one-half, and hence the name *metayer*.

3. Ryot rents, where the sovereign is the proprietor of the lands and the rent paid in kind.

4. Cottier rents where the rent paid to the landlords is in money, the cultivators extracting their own wages from the soil.

The chief distinction between peasant and farmer's rent, is that in the former case, the person who rents the land procures his own wages from the land by his personal labour, whereas in the latter case the farmer employs other agents for the cultivation of the land and is intermediate between the landlord and labourer. The different parts of the globe in which they respectively prevail are—

1. Labour rents prevail in the eastern part of Europe chiefly. In the Russian Empire, Prussia, Poland, Hungary, Germany and has the Rhine for its western boundary.

2. Metayer rents prevail in the west and south of Europe, in France, Italy, Greece (ancient and modern,) Spain.

3. Ryot rents prevail throughout Asia.

4. Cottier rents prevail in Ireland.

Farmer's rent prevails in England, Netherlands, Scotland (except the Highlands.) United states of America.

Different sorts of rent are sometimes found in the same country but there is always some kind of rent which is prevalent.

Answer 2nd.—In those countries in which ryot rents prevail, the sovereign is the possessor of the soil and receives rent from its subjects. It is true that he sometimes transfers his right to individuals, but his paramount claim remains always unquestioned. In later times an intermediate class like the zemindars in India has been allowed to shoot up and become hereditary, but still they are merely to be considered as collectors under the government.

The circumstance of all classes being subservient to the king for food, originates in despotism, and has a tendency to continue it. The agriculturists are all dependent on the king by the nature of their contract, and as all the rents centre into his hands he is the disposer of all wealth, and the citizens subsisting on his bounty become more dependent than the peasants. The noblemen too are all dependent on the king's bounty for food. Thus there is no class to check the unlimited despotism of the king.

The ryot rents are established throughout Assia (except Asiatic Russia) and European Turkey. They prevail in China, India, Persia, Turkey, &c. They originated in the conquest of the extensive countries that bound the central basis of Asia, *(i. e.)* in the conquest of China, Persia, India, Turkey, &c. by the Tartars or Scythians. These Tartars though they led a roving and independant life when remaining in their own fastnesses always put themselves under the despotic authority of a chief, whenever they were required to pass from one place and another and whatever conquests they made belonged to their chief. It was to this circumstance that India owed its present form of government and the Shastras show that even before historic memory, the soil belonged to the king by right of conquest. China too has been repeatedly conquered by the Tartars. Persia and Turkey underwent the same fate.

Theoritically the ryot might have a permanent interest in the improvement of the land, in as much as the government is only entitled to one-fifth, one-sixth, or one-tenth of the produce and the rest is his own. In the case of India the government has only the right to exact one-sixth of the produce from time immemorial. But the rapacity of the government and its agents in former times, and of the zemindars in the present, scarcely leaves the cultivator a bare pittance for the support of himself and his family, whatever be the quantity of produce which the land might yield. Whilst improvements in the cultivation of the land are daily introduced, the poor ryot finds himself becoming more and more wretched every day, and many are compelled to give up the cultivation of their lands. Law might have some bounds but oppression has none.

Answer 3rd.—Whilst the market is free and the trade unshakled, this relinquishment of the revenue or rather rent, can have no permanent effect on prices. It will undoubtedly have a very beneficial effect (supposing the zemindary system removes,) in raising the means of the ryots; but on the price of corn it can have no effect. The demand for raw produce remaining the same, I do not see how the relinquishment of rent can have any effect on price. The cultivators will not surely refuse to take what is offered to them because they have to pay no rent; nor will the competition for produce be necessarily dimished on account of this relinquishment. But I see one cause of the reduction of prices for a *temporary* period; when the rent is relinquished, many lands of an

inferior quality which can not in the present state of things be cultivated, will come to be used, when the peasant shall have the whole of its produce; but the diminution of prices arising from this cause will be soon stopped by increased demand and I even doubt that in the present state of the world when there is a free communication throughout all parts of the globe that any diminution of prices can take place from the relinquishment of the rents in India alone.

Answer 4th.—There are two sources of the increase of income for every class of the community, one by the depression of the revenue of any or all other classes, or secondly by the increase of the produce extracted from the soil. The former is temporary and destructive of its permanent interests, the latter otherwise. Let us apply this to the case of the wages of labour, suppose the labourers resolved by common consent to extract from the farmers greater wages than they (the farmers or capitalists) can pay with profit to themselves, what will be the effect? They will transfer their stock to other countries and the labourers will starve for want of employment. If the landlord takes more than what the farmer can give after keeping his own profit and the wages of labour, the same effect will follow and the lands will not be farmed, so that the landlord instead of receiving more rent will receive none at all. If the farmer depresses the wages of labour, the labourers will leave off cultivating land and become manufacturers, so that labour becoming scarce wages will rise. These cases apply only to farmer's rents. But Mr. Jones has shown that the general conclusion stated in the question holds good, in the case of peasant rents also. In these cases if the landlord endeavours to increase his rents at the expense of the peasants, he only cripples his own means. If the landlord of the serf, increases his labour rent, the serf who was already wretched, becomes more so and his efficiency as a cultivator diminishes. By these encroachments his labour is not worth one-fifth of that a free labourer. If the landlord of the metayer and ryot increases his rent the means of the peasant is crippled and the landlord's half or one-fourth part of the produce will not be worth so much as it was before. The cottier in his wretched state is both dangerous and incapable of paying his promised rent.

Answer 5th.—The permanent proportion of wages, profit and rent, cannot be altered, by an increase of precious metals. Their only effect will be to raise the price of things, compared to the former ages. If the price of things be raised, the wages of labour must be raised also, because the labourer can no longer subsist on the sum on which he lived before. The value of money being changed, the rate profit must change also, and if wages and profit change in proportion to the new value of money, then rent must follow the same course in as much as it is only the surplus profits and consists of what remains after paying the wages of labour and the ordinary rate of profit. The proportion might be broken for a temporary period but it cannot fail to be readjusted in the course of things.

Money is but the measure of things, and when the things themselves remain constant, no permanent change of proportion in the income of the different classes can take place by any change in the quantity of precious metals. The only effect of the introduction of a large quantity of new precious metals will be to raise the money value of wages, profit, rent, as well as of every thing else, in due proportion; so that with respect to the conveniences of life, there will be no other change

than what results from the possession of a large quantity of shining materials to work with.

MOHENDRO LAUL SHOME, *Hindoo College,*
First College Class, Second Year,
Senior Scholar of the First Grade.

Answer 1st.—From a wide survey of all the countries of the earth, it becomes apparent that there must be some connexion that should tie the owner of the land, and him who takes it from him in order to raise his own food from it. Land therefore is appropriated and this is the origin of rent. The landowner will not appropriate his lands until he gets a remuneration from the cultivator, and this remuneration is the *rent* which he gets from his souls. The cultivator is under the necessity of getting the land or else he will starve; and on the part of the landholder again there remain plenty of soils from him, of no use, after he gets his conveniences, and therefore he gives way his lands and apportions it amongst various cultivators and takes from them something in return.

Rents therefore are surplus profits.

The different kinds of rents that prevail in the different parts of the world, on account of the different contracts between the landholder and the cultivator are, serf rents, metayer rents, cottier rents, ryot rents and farmers rents. Of these the first may be included under the labour rents; the second three under peasant rents.

Answer 2nd.—Ryot rents are paid by the cultivators of lands, who extract their own wages from the soil, in produce, to the landholder. The ryot is not obliged to labour on the demesne lands of his landlords, like the serf, for a fixed period, as a return to his holding the land, nor does he pay a money rent to the landholder like the cottier, but he is quite uncertain of his possessions. Of all the three classes included under the peasant rents, he is under the influence of frequent impositions, and his right over the land is as precarious as oppressive dominations may devise to make him.

These rents prevail in Asia, and the name which is given to them is derived from an asiatic word signifying a *subject*. The different countries in which they prevail in this quarter, are, India, Persia, Turkey, and China.

The circumstances to which ryot rents owe their origin are in the right of the sovereign as the chief owner of the soil, and secondly to his right being established as a possessor of the land, by conquest. The followers of a chief acknowledge him to be the sovereign of the land which is gained by conquest and it is quite optional with him to distribute the lands amongst them. These chiefs or sovereigns are very bad superintendents and are always given up to extract much from their ryots, who held their rights very precariously.

The ryot of India has no permanent interest in the improvement of the land in the present moment. The ryot is not responsible to the government for the tenure of his land. He is subjected to the 'zemindar' a collector of revenue appointed by the government. This system though it saves the government much trouble and care, is very bad on the part of the ryot. The zemindar himself is a great arbitrary man and he displaces the ryot from his land at his caprice; for instance by laying upon him more impositions and extra taxes.

So it is not the interest of the ryot in India to improve their land because he would get no additional interest from it. If the farmers rents be prevalent in this country, as they are in England, then every improvement of the land, would give them more profits,—under the present system, the ryot of this year would seldom be a great capitalist ten years hence though he may apply additional labour, because his tenure is precarious.

Answer 3rd.—In the present system of the government of India, the cultivators are not at all connected with but they have their contracts made with the zemindar. Now when the revenue is relinquished by the government, there is no advantage to the cultivators, but the zemindars are benefitted. They keep all this revenue themselves, and consequently those who cultivate the land and raise corn are not at all freed from any burden which they had formerly. The price, therefore, in this case of the food must necessarily be the same as it was before. The price of food will not fall in such a case. The zemindars will not take less than they had done before and consequently it is the nature of the cultivators to keep up their own interests, which is by having the same price of their commodities as it was before, and not lessening them.

Answer 4th.—From the general view of the different kinds of rents prevalent in different countries it may be proved that the interest of the landlords are not in opposition to those of the other classes. We plainly find that where the labour tenantry is prevalent, the landlords are despots and the effect is that slavery is the consequence, and the absence of a middle class, or nonagriculturists is the general effect, which reduces the prosperity of the country and weakens its power. Change these tenants into peasants and the aspect of the country will be different. Let the tenants be first metayers and then cottiers and then let in the third stage them to be farmers and the consequence is that they will be capitalists, as are the conditions of of the tenants of England, and then there will be a middle class—a third estate—which will raise the country to a greater pitch of power. The commoners will be screened from the oppression of the sovereign of the soil, and so be perfectly happy. Let the landlords of the ryots decrease their oppressive taxes and let them be free and give them grants of lands with fixed contracts, then there will be an interest in the tenant to improve his land. A great writer says that where there prevails a system of government which is oppressive, and high rents are taken from the cultivators there, "the illusions of self-interest are all understood" because the country can no longer thrive. The prosperity of the landholders will be of a very short moment, but in the sequel he cannot but suffer.

For the same reason all the classes of a community being dependent on one another by a general and common interest, by a depredation of the interest of any one, another may rise for some little time, but in the end their fall is quite certain suppose the capitalist takes an exorbitant interest of his capital and by that means depress him who has borrowed from him. It will in a course of time so happen that both the one and the other will be nearly nothing.

And so on for every other class.

Answer 5th.—The effects on rents and wages by an increase of the precious metals will be that these being too much, wages will fall but rents will rise.

OOMA CHURN DAS, *Dacca College,*
First Class, First Year.

English Essay.

"One touch of nature makes the whole world kin."—*Shakespeare.*

Human society has been very appropriately represented as a large family, of which the different members are all the children of one common father who is the head and manager of the family.

Notwithstanding the manifold diversities of colour, height, form, temper, morals and religion, there remains enough of similarity between men of the most different races and countries, to indicate that they are all moulded by the same hand, and that all partake of the same common nature. They are all originally impelled to act by the same necessities and are all actuated by the same passions. Whether we seek our models amongst the most civilized nations of the world or amongst the rude barbarians who live in caves and subsist on hunting, whether we are engaged in examining the character of an English gentleman or that of a wandering Tartar, we find that in every case, man bears sufficient resemblance to his fellowmen to be considered as a member of the same common family. We are not only the children of the same common father, but are all gifted with a common nature, and with propensities that we inherit from our birth. We are not only brothers by origin but also by similarity of nature When therefore we wound the feelings of a human being, which we often do without sufficient consideration, we ought to pause and reflect, on whom it is that we are thus heedlessly inflicting the most excruciating of tortures mental agony. We ought to recollect that it is our brother who suffers, that we are unconsciously or rather unnaturally injuring a child of the same father, and one who is as much the object of that father's care as ourselves. The "primeval curse" the sin of Cain, is on the head of every murderer, for all of us are the children of the same father and that father is the supreme judge of all our actions.

As Arvidorous when he loved Imogen unconsciously did an act of kindness towards the child of his father, so when we are benevolent to any of our fellow men, we do an act of kindness to our brother, although we might not, at that moment recollect that he is such. If this precept of universal brotherhood, were always borne in mind, we would suffer no human being to be in distress whilst we have the power of relieving him; but to our shame, how often do we turn a deaf ear to the cries of humanity. What a vast amount of suffering would disappear from the surface of the globe, if the doctrine implied in our motto, had been equally impressed on the mind of every member of this common family. Utopia would have been realized; nay more than that, for we are told by More that his Utopians sometimes warred against their neighbours; but the recollection of this precept would drive away all sorts of misery that man inflicts on man, from the surface of the earth. But to suppose that man, with all the imperfections incident to his nature as at present constituted should be always able to act up to the principle of universal brotherhood, is an absurdity. The benevolence of human beings is generally limited by the most weak barriers, as the difference of colour, shape or country. But if we could survey, human society with the eyes of a being of a superior order, all the minor characterestics (great

as they appear to us) that distinguish man from man, would vanish from our sight, and human nature would appear in the broad lineaments which characterize the whole race. Can we distinguish one fly from another? It is the microscopic eye given to every individual of a genus to enable it to distinguish one member of his community from another that magnifies our perception of the distinctive properties that exist amongst individuals. Notwithstanding therefore the wonderful differences that exist amongst individuals of the same species, their similarity is far more wonderful. This similarity appeared so striking to the lofty genius of Plato that he concluded from it, that the essence of every thing existed, in the mind of the eternal from eternity to eternity and that this essence, notwithstanding the circumstance of its being possessed by an almost infinite number of individuals, is itself an indivisible whole. So that according to him every individual man possesses the same common essence which is possessed by others of the human race. A doctrine very similar to Plato's is inculcated by our Vedas, with regard to the unity of the human soul.

This kindredship arising out of our common nature ought to be far stronger in man than in other creatures. The inferior animals might live each by itself or only in pairs; they might subsist on the spontaneous productions of the earth; but man is insufficient of himself; he is endowed by nature with cravings and with wants, that can only be satisfied by the assistance of other men. Society is his proper element and in society, each individual is indebted, for his comforts and necessities, nay for his very existence to the assistance of his fellow men. Hence arises a fresh source of brotherhood, amongst men. In the present state of society an individual man is but an incomplete being, he is but an element or component part of a large and complete whole. He is the fellow labourer of a vast number of individuals in a work of very great importance, which is no less than that of upholding the fabric of society.

Not only are men joined together by their physical necessities but also by the constitution of their mind. They require the sympathy of others even in cases where that sympathy can be of no material use to them. We wish to participate our joys as well as our sorrows with others. The former lose half of their relish when enjoyed alone and our sorrows press upon us with a double weight, when they are not alleviated by the sympathy of others. From all these, it is evident that we are destined by nature to live in a state of brotherhood with our fellowmen. How beautifully is the desolation of solitude, represented in those magnificient lines of Cowper in which he makes Alexander Selkirk to complain of his forlorn condition. What happiness is there in being the monarch of all we survey, if we can not enjoy our monarchy in the company of our brother men? So much is fellowship an indispensible ingredient of our happiness that it has been remarked by Bacon that those who are placed by fortune above the fellowship of other men generally descend from their envied elevation into a state of brotherhood with their inferiors. We are therefore, by our common origin, by our own disposition as well as by our necessities, placed in a state of brotherhood with mankind.

In primeval times when the distinction between different ranks was not so great as now, and the dependence of one man upon others was

more immediate though not so extensive as at present, all the members of a society regarded each other as actual brothers and cousins. In the highlands of Scotland, the meanest retainer or to use the appropriate phrase of Sir Walter Scott, the most "wretched Kerne" was considered as cousin or kinsman to the chief, and was used by him as such.

In every age the brotherhood of man to man was recognized in theory though not always acted upon. It is only a few philanthropists, men like Howard and Boerhaave, had endeavoured to the utmost of their means to act up to this principle. But notwithstanding the general inconsistency of men's actions with their principles, never was this great principle which we are discussing, so grossly violated as in the general prevalence of that impious trade, by which one race of men were dragged to a distant country to be the slaves of another. Well might insulted humanity stand up and cry shame on mankind, as she was feigned to have done, by the poets.

MOHENDRO LALL SHOME, *Hindu College,*
First College Class, Second Year,
Senior Scholar.

Wherever we turn our view, we find the unanimous voice of the greatest philosopher and the greatest bard of England, confirmed by the general suffrage of mankind, against "wasting on" ourselves those virtues and accomplishments which, when imparted to others, might produce important public or private benefit; they do not however say that teach them all your cunning and treachery; but only such parts as may lead to "fine issues." They call upon us to put all our good thoughts into action, and not merely to cherish them for a little while and then dismiss them without making any effort to cultivate the course of conduct to which they lead. They moreover advise us not to "give every unformed thought its tongue" and to let every wild creation of our brain have its course.

Such is the great precept before us, and we now proceed to consider whether the correct observance of it involves any point of moral responsibility. It must be conceded as a matter of fact that different men have been endowed with different degrees of talents and adapted to different pursuits, or at least that a very few are fitted by natural genius or education to discover scientific laws or invent any of those contrivances which have so remarkably contributed to the comfort and safety of mankind. Some thousand generations had passed away before "the pure intelligence" of Newton made its appearance; but among them who had ever anticipated that there exist such "sublimely simple" laws as those *he* discovered and thereby brought to light the order and harmony of the universe? Under these circumstances, could we suppose that Newton was jealous of imparting his knowledge to others, and resolved to "keep it y-buried stark," there would be an end of all further progress of Astronomy. The same remark applies to all other important discoveries made in the other branches of science. Hence we are compelled into the acknowledgement of the truth so powerfully enforced in the sacred writings that "to whom much is given, of him much shall be required," and that, deep guilt attaches to the conduct of

the man who has dared to put God's injunctions at defiance in this respect and iniquitously withheld others from their just share of benefits. It must not be understood however that writers in prose or verse are exempt from this restraint unless their works tend to pollute the imagination or corrupt the moral feelings; though much solid advantages may not accrue from the productions of their brains, their works are not the less useful nor less calculated to promote our happiness and comfort; "a man," says Hugo Grotius, "furnished with good books and a good wife may defy the world." They can elevate us in misfortunes, support us in adversity, and comfort us in distress; on account of these reasons a poet may incur as deep guilt in allowing his fancy "to waste its sweetness in the desert air" as the astronomer by concealing his discoveries.

Indeed I can't see any reason, why any man should be solicitous to have his knowledge locked up in the deep recesses of his heart, unless he be influenced by a hatred of mankind (bordering on misanthropy.) It is a kind of treasure which possesses this magical virtue that instead of being diminished, it increases by being imparted to another, and contrary effects ensue when closely confined in the mind; like mercy it

"Blesseth him that gives and him that takes."

The communication of "our parts to others" moreover produces so much esteem in this world that no rational being has been yet found who could resist these combined inducements, temporal as well as religious, and remain deaf to Bacon and Shakespeare's call.

MOHENE MOHUN ROY, *Kishnaghur College,*
Third Class First Year,
Junior Scholar Second Year.

Bengali Essay.

Describe the advantages that have resulted from the cultivation of the Physical Sciences.

পদার্থ বিদ্যার অনুশীলন দ্বারা যে উপকার দর্শিয়াছে তাহার বর্ণন কর।

জগদীশ্বর মনুষ্যের সুখ সৌকর্য্যার্থে নানা প্রকার অদ্ভুত কৌশল সম্পন্ন এই বিশ্বরচনা করিয়া তাঁহাকে বুদ্ধি বৃত্তি প্রভৃতি নানা মানসিক গুণ প্রদান করিয়াছেন, যে তদ্দ্বারা সমস্ত বস্তুর সম্বন্ধ নির্দ্ধারণ পূর্ব্বক আবশ্যক সমূহ নির্ব্বাহ করতঃ আপনাকে চরিতার্থ বোধ করিতে পারেন। তদনুসারে তিনি নানা বিষয়ে এই সমস্ত বৃত্তিদিগকে সব্যাপার রাখিয়া জগদীশ্বরের অভিপ্রায় সাধন করিতেছেন। মনুষ্যের আদিমাবস্থায় যৎকিঞ্চিৎ জ্ঞানের আলোচনা ছিল, সুতরাং তাঁহার অবস্থা ও অপকৃষ্ট ছিল। এবং বন্য পশু বধ ও অল্পায়াস লব্ধ ফল মূল দ্বারা জীবিকা নির্ব্বাহ হইত। কিন্তু জগদীশ্বরের কি আশ্চর্য্য মহিমা! ক্রমেং পৃথিবী নানা অদ্ভুত ধীসম্পন্ন লোকের আবাস স্থান হইতে লাগিল। এবং তাঁহাদিগের বুদ্ধিপ্রভাবে বিবিধবিষয়ক আবিষ্ক্রিয়া হইয়া নানা বিষয়িণী বিদ্যার অনুশীলন হইতে লাগিল, সুতরাং মনুষ্যের অবস্থারও ক্রমেং ঔৎকর্ষ জন্মিতে আরম্ভ হইয়া পৃথিবী এইক্ষণে এই বর্ত্তমান অবস্থা প্রাপ্ত হইয়াছে। কিন্তু এইক্ষণেই যে সম্পূর্ণ সুখের অবস্থা উপস্থিত হইয়াছে এমত কথা বলা যাইতে পারেনা। এখনও জগদীশ্বরের কত নিয়ম অব্যক্ত রহিয়াছে, মনুষ্য যে পরিমাণে সেই সমস্ত নিয়ম প্রকাশ করিতেছেন, সেই পরিমাণেই সুখ স্বচ্ছন্দতা বৃদ্ধি করিতেছেন।

এই রূপ পূর্ব্বাপর আলোচনা দ্বারা স্পষ্টই প্রতীয়মান হইতেছে, যে, মনুষ্যের উন্নতি ঘটাইবার নানা কারণ মধ্যে পদার্থ বিদ্যার অনুশীলন এক প্রধান। যেহেতুক পদার্থ বিদ্যা দ্বারা সমস্ত পদার্থের পরস্পর সম্বন্ধও তাহাদিগের দোষ গুণ বিচার করিয়া আমারা নানা সাংসারিক কর্ম্ম উত্তম রূপে সম্পাদন করিতেছি। পদার্থ বিদ্যার কি রমণীয় গুণ, এই বিদ্যা দ্বারা আমরা জগদীশ্বরের নানা কৌশলের মর্ম্মোদ্ভেদ করতঃ কি বিপুলানন্দ উপভোগ করি। ও তাঁহার সমস্ত কৌশল সুভাভিপ্রায়ে সঙ্কল্পিত দেখিয়া আমারদিগের চিত্ত কতই বা তাঁহার প্রতি ভক্তিরসে পরিপূর্ণ হয়। এবং তাঁহাকে পরম মিত্র বলিয়া তাঁহার আজ্ঞা প্রতিপালনে কতইবা প্রবৃত্তি জন্মে। পদার্থ বিদ্যার অনুশীলন না থাকিলে, জগদীশ্বর আমারদিগের কিদৃশ প্রীতিপূর্ণ পরম বন্ধু ইহা কি আমরা সম্পূর্ণরূপে বুঝিতে পারিতাম, অথবা তাঁহার অবিচল করুণার ঈদৃশী ভূয়২ প্রমাণ প্রাপ্ত হইতাম?

পদার্থ বিদ্যার অনুশীলন দ্বারা মনুষ্য অসংখ্য উপকার লাভ করিয়াছেন। এমত কি এই বিদ্যার অভাবে মনুষ্য সমাজ অতি হীন অবস্থায় থাকিত। পদার্থ বিদ্যা দ্বারাই বাষ্প ও বায়ুর, কাষ্ঠ ও জলের, পরস্পর সম্বন্ধ নিরূপিত হইয়া, নৌকা, অর্ণব পোত, ও বাষ্পীয় জাহাজ প্রভৃতি প্রস্তুত হইয়াছে। এই সকল দ্বারা বাণিজ্য কর্ম্মের কি সুগম হইয়াছে। অতি দূর বর্ত্তি দেশ যেন অতি নিকট বর্ত্তি হইয়া পড়িয়াছে। পদার্থ বিদ্যার প্রভাবেই নানা কলের সৃষ্টি হইয়াছে। এই সমস্ত দ্বারা মনুষ্যের অতিশয় শ্রম সাপেক্ষ কর্ম্ম সমূহ অতি অল্প সময় ও অল্পায়াসেই সম্পন্ন হইতেছে। এইক্ষণে কলে কত দ্রব্যই প্রস্তুত হইতেছে। বস্ত্র বয়ন ও তন্তু নির্ম্মাণ প্রভৃতি কলে হইতেছে। এবং ছাপা কর্ম্ম ও মুদ্রা নির্ম্মাণ কলেই হইতেছে, অন্য উপায়

দ্বারা সম্পন্ন হইলে এতাদৃশ সহজ ও পরিষ্কার হইবার বিষয় কি? এইক্ষণে রেল্ রোড্ দ্বারা লোকেরা দুই মাসের পথে এক দিনে উপস্থিত হইতেছে, এবং বেলুন যন্ত্রের দ্বারা শূন্যে গমন করিতেছে। এ সমস্ত পদার্থ বিদ্যার ফল। বেলুন্ যেরূপ হইলে কর্ম্মোপযোগী হয় অদ্যাপি সেরূপ হয় নাই অর্থাৎ উহার দ্বারা শূন্য পথে এক স্থান হইতে অন্য স্থানে ইচ্ছানুরূপ যাওয়া যায়না। কিন্তু অন্যান্য কলের অভিনবত্ব ও চমৎকারিত্ব সন্দর্শনে ইহা সম্পূর্ণরূপে বিশ্বাস হয় যে পদার্থ বিদ্যার শ্রীবৃদ্ধি সহকারে উহার ও উৎকর্ষ হইবে। পদার্থ বিদ্যা জন্যই বেলা বোধনার্থ ঘড়ি নির্ম্মিত হইয়াছে ও নানা প্রকার সঙ্গিত সূচক যন্ত্র প্রস্তুত হইয়াছে, যাহাদিগকে একবার বাজাইলেই ক্রমাগত বাজিতে থাকে।

পদার্থ বিদ্যার কি মহিয়সী শক্তি। উহার দ্বারা যে দূরবীক্ষণ নির্ম্মিত হইয়াছে, তাহা নিমিষ মধ্যে নভোমণ্ডলের সমাচার এই পৃথিবীতে আনয়ন করিতেছে। এবং অনুবীক্ষণ দ্বারা নয়নের অগোচর ক্ষুদ্রং কীট পতঙ্গের সৌন্দর্য্য সন্দর্শন করিয়া আমরা চক্ষুদ্বয়কে চরিতার্থ করিতেছি। কি আশ্চর্য্যের কথা! মনুষ্য, পদার্থ বিদ্যা প্রভাবে নিঃসন্দেহে প্রকাশ করিয়াছেন যে চন্দ্র সূর্য্য ও অন্যান্য গ্রহ নক্ষত্রাদি পরস্পরের আকর্ষণি শক্তি জন্য শূন্যে এরূপ সংস্থাপিত রহিয়াছে। এবং তাহারদিগের গতি নিদ্ধারণ করতঃ অনায়াসে বলিতেছেন যে অমুক সময়ে চন্দ্র গ্রহণ কি সূর্য্য গ্রহণ হইবে।

মনুষ্যের আবিষ্ক্রিয়া সমূহের প্রতি কিয়ৎকাল স্থির চিত্তে বিবেচনা করিলে। তাঁহার অদ্ভুত ক্ষমতা দেখিয়া বিস্ময়াপন্ন হইতে হয়। তখন এমতই বোধ হয় যে মনুষ্যের অসাধ্য কিছুই নাই। পদার্থ বিদ্যার অনুশীলন দ্বারা সেই অদ্ভুত ক্ষমতা ক্রমশ বৃদ্ধিকেই প্রাপ্ত হইতেছে।

পৃথিবীর পূর্ব্বতন অবস্থার সহিত বর্ত্তমান অবস্থার তুলনা করিলে, পদার্থ বিদ্যার ফল বিলক্ষণ হৃদয়ঙ্গম হয়। পূর্ব্বে এই পৃথিবী সাংসারিক সুগম বিষয়ে কি হীন ছিল—তখন যে প্রকার শিল্পকর্ম্মাদি প্রচলিত ছিল সে অতি সামান্য। কিন্তু এইক্ষণে নানা কলের সাহায্যে অল্প সময়ে উত্তম কর্ম্ম হইতেছে। পূর্ব্বতন লোক দিগের অশন বসন তাদৃশ উত্তম ছিল না, এইক্ষণে আহার ও বস্ত্রের পারিপাট্য হইয়াছে এবং পূর্ব্বাপেক্ষা অল্প মূল্যে লাভ হইতেছে। পূর্ব্বে দূর দেশে যাইতে হইলে কত বিলম্ব হইত। এইক্ষণে কত শীঘ্র সে কর্ম্ম সম্পন্ন হইতেছে। পূর্ব্বে গৃহ মধ্যে বজ্র পাতের আশঙ্কা ছিল এইক্ষণে তাহা নিরাকৃত হইবার উপায় প্রদর্শিত হইয়াছে। এইরূপ শ্রীবৃদ্ধি হওনের মূলিভূত কারণ পদার্থ বিদ্যার অনুশীলন। ইতি

শ্রীপ্রসন্নচন্দ্র রায়।
তৃতীয় শ্রেণী
কৃষ্ণনগর কালেজ।

২৮ আশ্বিন
১৭৭৩ শক

PROSUNNO CHUNDER ROY, *Kishnaghur College,*
Candidate for Senior Scholarship,
Third Class, First Year.

---

* The five best Bengali Essays were from the Kishnaghur College, but it was not deemed advisable to print them all.

পদার্থ বিদ্যার অনুশীলন দ্বারা যে উপকার দর্শিয়াছে তাহার বর্ণন কর।

পৃথিবীস্থ সমস্ত লোকেরই পদার্থ বিদ্যা অনুশীলন করা কর্ত্তব্য। কেননা ইহা দ্বারা তাবৎ বস্তুর প্রকৃত গুণ এবং ক্ষমতা প্রকাশ হয়। অতএব যাহারদিগের পদার্থের সহিত সর্ব্বদা কার্য্য করিতে হয় এবং পদার্থই যাহারদিগের প্রায় তাবৎ সুখ দুঃখের মূল কারণ তাহারদিগের নিকট পদার্থ বিচার হইতে অধিক আর কি প্রয়োজনীয় হইতে পারে।

মনুষ্য জাতি যে সকল বস্তু দ্বারা বেষ্টিত রহিয়াছে তাহারদিগের স্বভাব ও পরস্পর সম্বন্ধ অবগত না হইয়া কার্য্য করিলে আপনাদিগের অভীষ্ট সিদ্ধি হওয়া দূরে থাকুক্ বরং অচিরে মনুষ্য বংশ ধ্বংস হইয়া যায়।

পূর্ব্বকালে কোন কোন দেশে কুৎসিতরূপে পদার্থ বিদ্যার অনুশীলন প্রচলিত ছিল। কিন্তু অবশেষে মহা বিচক্ষণ লার্ড বেকন জন্মগ্রহণ করিয়া এই মহোপকারী শাস্ত্র অধ্যয় অভিনব পন্থা দর্শাইয়া পৃথিবীর অপর্য্যাপ্ত মঙ্গল সাধন করিয়াছেন। যৎকালীন এই নব প্রণালী ব্যক্ত হইয়াছিল তখন পূর্ব্বতন পণ্ডিতদিগের মতের বহির্ভূত বলিয়া কিঞ্চিৎ অশ্রেদ্ধা হইয়াছিল কিন্তু অল্প কাল মধ্যেই সকলে ইহার যথার্থ গুণ জানিতে পারিয়া যথা সাধ্য ইহার পোষকতা এবং এতদনুসারে কার্য্য করিতে আরম্ভ করিল।

ঐ কালাবধি পদার্থ বিদ্যার অনুশীলন দ্বারা যে উপকার দর্শিয়াছে তাহা স্মরণ করিলে বিস্ময়াপন্ন হইতে হয়। বস্তু এবং পদার্থের যথার্থ মিমাংসা হওয়াতে সমুদয় শাস্ত্রই উন্নত হইয়াছে এবং সহস্র২ প্রকার মনুষ্যের সুখ সমৃদ্ধির উপায় প্রচার হইয়া দুঃখ রাশি দূরীভূত হইয়াছে। বহু বিষয়ে যে

মানবগণের কুসংস্কার ছিল তাহা দূর হইয়া নির্ম্মল জ্যোতির্ময় জ্ঞানচন্দ্রের উদয় হইয়াছে। অসামান্য অদ্ভুত ব্যাপার সমস্ত অতি সহজে সম্পন্ন হইতেছে। এবং অকালে কাল গ্রাস হইতে নিস্তার পাইতেছে।

এইক্ষণে বাণিজ্য দ্বারা যে সমস্ত শুভ ফল নয়ন গোচর হয় সে সকল পদার্থ বিদ্যানুশীলনের ফল। জল এবং বায়ুর পরস্পর সম্বন্ধ নিরূপণ করিয়া এবং চুম্বক প্রস্তরের দ্বারা কম্পাশ্ অর্থাৎ দিক প্রদর্শক যন্ত্র নির্ম্মান দ্বারা মনুষ্য ক্ষুদ্র অর্ণব পোত্ আরোহণে অতি প্রচণ্ড তর সমুদ্র উত্তীর্ণ হইয়া পৃথিবীস্থ নানা দেশ বিদেশে গমনানন্তর অনায়াসে বাণিজ্য করিতেছে। এই প্রকার সকল দেশের শ্রীবৃদ্ধি হইতেছে। যে দেশে যাহা না জন্মে তাহা অনায়াসে ভিন্ন দেশ হইতে প্রাপ্ত হওয়া যায়। এবং কোন দেশের আচার ও ব্যবহারে অসভ্যতা থাকিলে তাহা সভ্য দেশীয় সভ্যের সহবাস এবং তাহারদিগের সহিত সদালাপ দ্বারা শীঘ্র নিরাকরণ হয়।

পূর্ব্বকালে পুস্তক অভাবে অনেক লোক বিদ্যা এবং জ্ঞান উপার্জন করিতে সক্ষম হইত না। এক খানি পুস্তকের এতাধিক মূল্য নিদ্ধারিত ছিল যে বিশেষ ধনবান না হইলে তাহা ক্রয় করা সম্ভব হইত না। এ নিমিত্ত অনেককেই বিদ্যার আশায় জলাঞ্জলি প্রদান করিয়া অন্যান্য ব্যবসা অবলম্বন করিতে হইয়াছিল। কিন্তু পরমেশ্বরানুকম্পাতে ছাপা যন্ত্র নির্ম্মান হইয়া এই অবস্থা দূর হইল এবং এইক্ষণে অল্প ব্যয় করিয়া উত্তমং বহুবিধ গ্রন্থ সংঙ্কলন পূর্ব্বক কিঞ্চিৎ কায়িক ও মানসিক পরিশ্রম স্বীকার করিলে বিদ্যা লাভ করা সহজ বটে। পদার্থ বিদ্যার অনুশীলন না হইলে ছাপা যন্ত্র নির্ম্মান সম্ভাবনা ছিলনা।

পদার্থ শাস্ত্র অনুশীলনে জ্যোতিঃবিদ্যার ও বহু উপকার দর্শিয়াছে। পূর্ব্বতন মত সমূহ বিস্লাবিত হইয়া নূতন বিশুদ্ধ

মত প্রচার হইয়াছে। দূরবীক্ষণ যন্ত্র দ্বারা নভোমণ্ডলের তাবৎ বৃত্তান্ত নিঃসংশয়ে অবগত হওয়া গিয়াছে।

চন্দ্র ও সূর্য্য গ্রহণের কারণ চণ্ডালের গ্রাসেচ্ছা না বলিয়া যথার্থ যে ছায়া পতন তাহাই নির্ণয় হইয়াছে।

ঔষধ বিদ্যার ও বৃদ্ধি হইয়াছে। বস্তুর যথার্থ গুণ ও স্বভাব জানিতে পারিলে অনায়াসে রোগ দূর হইতে পারে। এইক্ষণ পর্য্যন্ত ও পৃথিবী রোগ শোক ও নানা বিধ ক্লেশের আধেয় হইয়া রহিয়াছে। ইহার মূল কারণ এই যে মানবেরা সম্যক্‌রূপে বস্তুর প্রাকৃতিক অবস্থা নির্ণয় করিতে পারে নাই এবং বাহ্য বস্তুর সহিত যে মানব প্রকৃতির সম্বন্ধ আছে তাহা তাহারদিগের অগোচর। কিন্তু যৎকালীন পদার্থ বিদ্যার সম্যক উন্নতি হইবে তখন মনুষ্যেরা কুসংস্কার হইতে ত্রাণ পাইয়া পদার্থের স্বধর্ম্ম অবগত হইতে পারিবে এবং তৎকালীন ব্যম হইলে দেব দেবীর নিকট ছাগ ও মহিষাদি প্রদান করিতে মানসিক না করিয়া বরং বৈদ্যকেই আহ্বান করিবে। অনেক কবিরাজ মহাশয়েরা জর রোগ হইলে মারীভয়ের ঔষধ দিয়া থাকেন ইহার কারণ এই যে তাহারা পদার্থের গুণ বিষয়ে একেবারে জ্ঞান শূন্য, এতদ্ভিন্ন কৃষিকর্ম্মেরও অনেক উপকার হইয়াছে যাহা বিশেষ বর্ণনা করা কেবল বাহুল্য মাত্র এই প্রকার ইহা স্পষ্ট প্রতীত হয় যে পদার্থ বিদ্যার অনুশীলন দ্বারা পৃথিবীতে মহোপকার হইয়াছে এবং মনুষ্যের সুখ সহস্রং প্রকার সমৃদ্ধি হইয়াছে।

শ্রীকালীচরণ চট্টোপাধ্যায়।

CALLEY CHURN CHATTERJEE, *Dacca College.*
Second College Class, First Year.

Appendix B.

EXAMINATIONS.

QUESTIONS FOR FINAL STUDENTS.

SURGERY.

What are the component parts of bone, and the relative proportions assigned to them at different periods of life? Describe the structure of long bones, the process by which, all things being favourable, nature effects reunion of fractured long bones,—the femur for example, and the conditions necessary to this favourable reunion.

Mention the points at which the femur is most liable to be broken, and describe minutely the most approved methods of putting up a case of simple fracture of the neck of this bone, as well as at different points of the shaft, noticing the various circumstances to be carefully looked to throughout the after treatment.

What is the time usually occupied in the formation of provisional callus, and also in completing firm and permanent union of the bone? Is callus formed in all situations where fractures occur?

After what lapse of time is it considered safe to attempt to use the limb after fracture of the femur, with reference to the age of the individual, and the situation of the fracture? What is the most approved practice when union has not taken place after the usual interval?

Detail the mode of putting up and treating a compound facture of the shaft of the femur, and state the circumstances attendant on a recent injury of this kind, that would induce you to recommend immediate amputation of the limb.

MEDICINE.

Mention briefly some of the diseases to which the principal thoracic viscera are most subject. Describe in detail the process recommended for the detection and discrimination of those diseases, the method of examination by percussion and auscultation.

Enumerate first the healthy, and then the morbid sounds of respiration.

What are the general symptoms and physical signs of the two stages of Phthisis Pulmonalis, incipient and confirmed?

Give the pathology of tubercle, and mention the difference of anatomical character between the early and advanced stages of phthisis.

Mention the more common predisposing and exciting causes of the disease.

State the principal indications of treatment in both stages, and the means and remedies recommended for their fulfilment.

HONOR AND TEST EXAMINATIONS.

ANATOMY AND PHYSIOLOGY.

1. Describe the structure of one of the lobules of the liver.
2. Give the structure of unstriped muscular fibre, and state in what parts of the body it is found.
3. What are the structure and contents of a Graafian vesicle?
4. What are the functions of the different branches of the inferior maxillary nerve?
5. Describe the different modes of absorption.

BOTANY.

1. Describe the anatomical structure of a leaf.
2. Describe a *papilionaceous* flower.
3. Describe the different kinds of placentation.
4. Describe the structure of the Ovulum in its most simple, and most perfect condition.
5. What is the meaning of a *Genus* in plants?
6. In the *Calyciflorœ*, how does *perigynous* differ from *epigynous* insertion of the stamens?
7. How are the natural orders of the *Orchideœ* and *Scitamineœ* distinguished from each other?
8. What sorts of fruit are the tamarind (or *imli*); the rose apple (or *jamrool*); the plantain (or *kelah*); the custard-apple (or *ata*); and the mulberry (or *toot*)?

CHEMISTRY.

1. What is soda? How is it procured? What are its tests and its most important saline combinations?
2. What is the lactic fermentation? How is it excited?—and what are its results?
3. What is silicic acid? What are the different states in which it exists?—and what are its most important combinations?
4. What are albumen, fibrin, and casein and their tests, and what are the analogous vegetable substances?
5. What are the compounds of sulphur and oxygen and their properties?
6. What are the compounds of sulphur and hydrogen and their properties?

MATERIA MEDICA.

1. In what manner is Iodine obtained? What are its characteristics, tests, physiological effects, therapeutical uses? Name the principal compounds used in medicine.
2. Describe the effects produced on the organism by its continued exposure, in any manner, to the action of the compounds of lead.

3. What is Strichnia? Describe fully its physiological effects; mention its uses and dose.
4. What are the physiological effects of the preparations of aconite?

MIDWIFERY.

1. What are the varieties, causes and treatment of painful menstruation?
2. What is the object of the operation of turning the child? Under what conditions can it be most safely performed? What means may be used to facilitate the operation?
3. What are the varieties, causes and treatment of puerperal convulsions?
4. What are the symptoms of rupture of the uterus? What is the treatment?

MEDICAL JURISPRUDENCE.

1. Describe the symptoms, treatment, post mortem appearances and tests for poisoning by sulphate of copper.
2. What treatment would you adopt in poisoning by nitrate of silver?
3. Describe the post mortem appearances produced by poisoning by corrosive sublimate or the bichloride of mercury.
4. Death being produced by the bite of a snake, mention briefly the characteristic post mortem appearances you have observed.
5. Describe the tests for arsenic.
6. What treatment would you use in poisoning by the preparations of lead, and mention the tests for carbonate of lead.
7. Describe the tests for tartar emetic.

SURGERY.

1. State how mortification of a part may be produced, how it should be treated; when you should, and when you should not amputate in mortification.
2. Describe the different dislocations of the shoulder joint, and how they are to be treated.
3 What are the symptoms of a fracture of the neck of the scapula? What accident may it be mistaken for? How is the real nature of this injury to be ascertained?
4. In wounds of the abdominal cavity, what are the symptoms which would lead you to conclude that the stomach, the spleen, an intestine, or a kidney was penetrated or ruptured?
5. In a penetrating wound of the thorax or abdomen, what are the symptoms which indicate internal hœmorrhage?
6. What diseases and accidents call for the amputation of the shoulder joint? Describe that operation.

MEDICINE.

1. Give the symptoms, anatomical characters, and physical signs of Pleurisy, acute and chronic, with an outline of the treatment.
2. Detail the symptoms, morbid appearances, and treatment of Dysentery.
3. What are the measures to be adopted when an individual is seized with cerebral apoplexy?
4. How do we judge of the propriety, and of the requisite amount of blood-letting, in inflammations?
5. What are the signs of delirium tremens? How is it distinguished from Phrenitis? What are the methods of treatment suitable to the two cases?
6. Detail the symptoms, ordinary terminations, anatomical characters, and treatment of acute hepatitis.

ANSWERS.

SURGERY.

FINAL EXAMINATION.

Answer 1*st*.—The component parts of bone are earthy and animal matter, the former predominating in the old and the latter in the young.

Long bones consist of a shaft and extremities. The shaft consists of compact dense structure, having a canal in the interior, the medullary canal, the extremities consist of cancellated structure.

The following is the process by which fractured bone unites. All things being favourable, on the receipt of injury a larger or smaller quantity of blood is effused, this after a short time is absorbed and the deposition of coagulable lymph or fibrine takes place. This usually occupies about ten days and constitutes the 1st stage. At this time a reddish, spongy vascular substance is formed between the ends of the bones, and in the swelling around the fracture, specks of bone begin now to be deposited—this constitutes the second stage and extends from the tenth to the twenty-fifth day. During this stage the effused lymph on the outside of the bones becomes ossified, it first assumes a fibrous structure, then cartilaginous and gradually osseous—Similar changes are going on in the medullary canal—In the third stage extending from the 25th day to the end of the 6th or 8th week, the external swelling becomes completely ossified and firm, the medullary membrane undergoes the same change, the ends of the fracture however are not united. The fourth stage extends from the 6th or 8th week to the end of the 5th or 6th month during which time the external provisional callus has become completely ossified, the ossification of the medullary membrane is also perfect and the ends of the bones are now truly united together.

The fifth stage reaches from the fifth or sixth month to the twelfth during this period the external provisional callus is absorbed and removed and direct union of the fragments is strong. The medullary canal immediately after receipt of injury becomes filled with matter which ossifies and fills up the canal, but which is altogether removed by absorption between the fifth and twelfth months.

The conditions necessary for favourable union of bone are complete apposition of the broken ends, a requisite amount of vascular action, a healthy condition of the constitution and perfect rest and quietude of the limb.

The points at which the femur is most liable to be broken during adolescence and adult age are at the upper. middle, and lower thirds of the shaft, in old age at the neck of the femur especially within the capsule. In fractures of the neck of the femur after adjusting the limb, a broad belt or double cloth binder should be fixed round the hips and drawn tightly, so as to secure the apposition of the fractured ends, and keep them in contact: after having done this a long splint, called Dessaults splint, extending from the nipple to a little beyond the foot, having at

its upper extremity two openings, and forked at the lower end The splint is first fastened by a bandage to the foot, a towel well padded, is placed between the injured thigh and the scrotum and the ends passed through the holes before mentioned and tightened so as to push down the splint and thereby causing extension of the limb to the requisite extent, after this the whole limb may be bandaged up or rolled in a sheet, and at the upper part of the splint fastened to the body by a bandage—The circumstances to be noticed in the treatment of this fracture are the following: the broken ends of the bone should be kept in close apposition, the limb should be kept of the same length as that of the healthy limb, preventing consequent shortening the foot should be kept moderately inverted, or perfectly upright, so as to prevent permanent eversion

The treatment for fractures of the shaft either at the middle, upper or lower third is the same as that for fracture at the neck, omitting the belt round the hip, and applying two small splints one external and the other internal to the thigh and bandaging them up previous to placing the long splint, so as to cause equable pressure on the whole surface of the thigh, and complete apposition of the broken ends. In lieu of the long splint, the double inclined plane may be employed It is a more comfortable position to the patient, besides, this prevents displacement of the upper end of the bone in fracture of the upper third of the shaft. The inclined however has not the advantages of the long splint, deformities more frequently are the result of its use. The circumstances to be attended to in the treatment of these fractures, are the following, the bones should be in apposition, and the broken ends in as normal a position as possible, thereby preventing great shortening and terrible deformity, by the broken ends (instead of being in apposition,) being placed, one on top of the other.

The time usually occupied in the formation of the provisional callus is from 6 to 8 weeks and from 6 to 12 months for the formation of the permanent callus.

Callus is not formed in all situations: the following are the situations where bony union does not take place, fracture of the neck of the femur within the capsule, fracture of the patella, ditto of the olecranon process of the ulna, ditto of the neck of the humerus within the capsule, ditto of the bones of the skull &c.

In adult age the limb in fracture of the shaft, may be used after the 4th week, in childhood after the 28th or 30th day, in old age, after the 6th to the 8th week. After fracture of the neck within the capsule never before the 8th week and in old people frequently not before the 12th week.

When union of the bones does not take place after the usual period some means must be had recourse to in order to bring about the union. Non-union may arise from several causes, 1*st* from a deficiency of vascular excitement, when, in the treatment for fracture it is found that there is no pain in the part and no constitutional disturbance, it is necessary to excite such, by moving the fractured limb moderately, by applying tight bandages, and by placing the patient on a full and generous diet. If none of these succeed, some Surgeons recommend cutting down upon the seat of injury and sawing off the ends of the bone; but this practice is very frequently attended with serious damage, the excitement progressing to inflammation, suppuration and sloughing

succeeding, placing the patients life in the greatest jeopardy from which it can only be relieved by amputation—but the excitement having been moderate and the bones uniting there still is left great deformity from shortening. Another plan recommended is passing a trochar down to the seat of injury, and then applying the red precipitate to the broken ends. The red precipitate almost always excites a moderate degree of inflammation, and is always a better remedy than the foregoing.

2nd.—From a diseased or peculiar state of the constitution. Persons of a scrofulous or otherwise of a weak state of the constitution are most liable to non-union of fracture. In these nutritious diet and good air with appropriate constitutional treatment will be found beneficial. Where there is a syphilitic taint in the system, mercury should be given cautiously, in alternative doses, when union generally will take place Mercury will often cause fracture to unite even when there is no syphilitic taint.

3rd.—When the limb has not been kept quiet. There is a very frequent cause of non-union, the limb being frequently moved during the first few weeks, the disposition to union has been lost and is with difficulty reproduced. If proper means be not resorted to a false joint will form in the limb, in which the ends of the bones will become, rounded and covered with a hard deposit and inclosed by ligaments. Before such false joint has formed, the ligamentous adhesions that exist should be broken up by moving the fracture and reproduce vascular excitement by which and the subsequent use of tight bandages and splints, union may at length be accomplished. Should this not succeed a seton may be passed between the broken ends of the bone and be retained there till the necessary amount of action be excited, it may then be withdrawn, and the limb put up in splints and bandages. If this does not succeed the same treatment as that for deficient vascular action may be had recourse to.

The treatment of a compound fracture consists in placing the broken bones in apposition and healing the external wound by the first intention if possible, so as to convert a compound into a simple fracture. If the end or ends of the bone protrude and cannot be replaced without enlarging the opening one of two means of reduction are to be attempted, the first is to saw off the protruding portion and the second is to enlarge the wound. The first is probably the better plan, as the enlarging of the wound increases the danger of the injury. If however the second plan be pitched upon, the lower lip of the wound should be divided, as it is always this lip and not the upper one that prevents the reduction of the bone.

After replacing the broken ends, the hœmorrhage having been stopped, if excessive, by ligature or by pressure as the case may be, the lips of the wound are brought together, by adhesive plaister and if need be by satures, placing a piece of lint between the wound and plaister, so as to prevent irritation. Sir A. Cooper then recommends the part to be covered with lint steeped in the blood of the patient—the limb is now to be placed in the most convenient position viz on a double inclined plane and all the inflammatory symptoms treated by the antiphlogistic regimen. If the case should be favourable, moderate inflammation of the wound takes place followed by suppuration; at the end of the third or fourth day, granulations are formed by the bone and soft parts, which coalescing close the external wound and afterwards consolidate the fracture, the ossific matter being deposited in the granulation proceeding

from the bone and periosteum. Compound fractures are seldom healed before the tenth or twelfth week after the receipt of injury. During this time the wound should be dressed daily or every second or third day according to the quantity of discharge, and fresh dressings be applied, supported by means of bandages which press moderately on the parts and hence the advantage of the many tailed bandage over the roller are apparent as they may be removed with facility without any disturbance of the parts.

It is seldom that a compound fracture proceeds to its termination without troublesome or dangerous symptoms. The most common of these are violent inflammation leading on to sloughing, mortification and producing irritative fever and death, secondary hœmorrhage, and tetanus.

Violent Inflammation generally commences towards the end of the first twenty-four hours after the receipt of the injury and should be at once combated by the antiphlogistic treatment, as a preventive measure, for the result is liable to be sloughing and mortification. General bleeding if not contraindicated should be had recourse but sparingly, otherwise the patient will be too much debilitated and disable him from bearing up against the future calls on his constitution. Leeches and fomentations should be applied about the wound, and this be enveloped in a poultice or treatment by water dressing may be resorted to. The bowels should be opened by enemaţæ and the use of these followed by the exhibition of diaphoretic medicines. When profuse suppuration ensues, the lodgment of matter should be prevented by the wound being placed if possible in a dependant position and if necessary by incision. The suppuration may be caused by foreign bodies in the wound or by speculæ of bone or by the too long continued use of poultices and hot fomentations. If the former be present, they should be removed, the latter sould be at once discontinued, and simple or astringent dressing applied, the patients constitution being supported by bark, quina and a generous diet. Mortification generally appears on the third or fourth day. If partial, the slough separates and the wound heals by granulation. Should it extend and threaten the life of the patient amputation must be performed, if not contraindicated by the state of the constitution. If the gangrene appear to have been the result of a debilitated constitution, not of the local injury, amputation must not be performed.

Secondary Hœmorrhage.—This proceeds from sloughing of some of the arteries of the limb and generally requires amputation. When it proceeds from this cause, it does not appear for some days after the accident. Bleeding however may take place immediately on the receipt of the injury, from laceration of the vessels.

When Tetanus occurs, it is generally advisable to amputate if the strength of the patient will permit—or if the patient be too weak to submit to the operation narcotics and sedatives such as ether, chloroform, hemp &c. and free purgation.

The circumstances that demand amputation are 1st. When the bones are much comminuted and the soft parts at the same time extensively destroyed. 2nd. When the principal vessels and nerves of the limb are injured. 3rd. When the age and constitution of the individual lead us to suppose that he may be unable to support the difficulties attending the union of the fracture—and 4th. When the knee joint has been opened into and exposed to the influence of the atmospheric air.

GEORGE DALY.

MEDICINE.

(1.) The diseases to which the lungs are subject are bronchitis, pneumonia, emphysema, phthisis, hœmoptysis, pulmonary apoplexy, œdema, asthma, and cancer.

The affections of the pleura are pleurisy, hydrothorax, hæmothorax, pneumo-thorax, hydro-pneumo-thorax.

The diseases of the heart and pericardium are endocarditis, carditis, valvular disease, aneurism of the heart, atrophy, hypertrophy, morbid deposits in the substance of the heart, such, for instance, as tubercle, cancer, fat, &c., fatty degeneration, pericarditis, hydro-pericardium, pneumo-pericardium, and hydro-pneumo-pericardium.

The foregoing diseases are detected chiefly by the different methods of physical diagnosis which may be classified under the heads of *inspection*, application of the hand or palpation, mensuration, percussion, auscultation, succession, and situation of adjoining organs.

Percussion is either immediate or mediate. Immediate percussion is performed by striking the chest with the tips of one or more fingers, the last phalanges of which are bent nearly to a right angle with the second Mediate percussion is that in which something is interposed between the ends of the fingers and the surface of the chest. The interposed substance is called a pleximeter. This may be either a piece of ivory or one or more fingers of the other hand—the latter kind of pleximeter being the best and that which is available at all times.

Auscultation is of two kinds viz. immediate or mediate. When the ear of the observer is directly applied to the surface of the chest, the auscultation is said to be immediate; when, however, the stethoscope is interposed, it is denominated mediate.

(2.) The following is a tabular enumeration of the healthy and morbid sounds of respiration:

- Healthy sounds of respiration, ...
  1. Pulmonary or Vesicular.
  2. Bronchial.
  3. Tracheal.
  4. Laryngeal.
- Abnormal sounds of respiration,
  - Abnormal with regard to rhythm, ...
    1. Jerking.
    2. Divided.
    3. Incomplete.
    4. Cogged wheel.
  - With regard to specific character, ...
    1. Harsh.
    2. Bronchial.
    3. Blowing....
       - Tubular.
       - Diffuse.
       - Cavernous.
       - Amphoric.
  - Abnormal sounds superseding the healthy murmurs or rhonchi..... Dry,
    1. Sonorous,
       - Rubbing.
       - Cooing.
       - Snoring.
    2. Sibilant.
    3. Dry crackling.

Abnormal sounds of respiration,
- Abnormal sounds superseding the healthy murmurs or rhonchi, ...
  - Moist,
    1. Crepitant.
    2. Subcrepitant. — True liquid continuous.
    3. Mucous.
    4. Cavernous and cavernulous.
    5. Humid crackling.

Adventitious abnormal sounds heard during respiration, ...
1. Friction sound,
   - Grazing.
   - Rubbing.
   - Grating.
   - Creaking.
2. Metallic tinkling.
3. Metallic echo.

SIGNS AND SYMPTOMS OF PHTHISIS PULMONALIS. (A). Physical signs of the incipient stage or the stage of tuberculous consolidation. These may be described under the following heads—

Inspection. Bulging of the infraclavicular region; this is followed by depression; slight, if any, diminution of the costal movements of the infraclavicular region.

Palpation. Vocal and tussive fremitus slightly exaggerated.

Mensuration. This affords no definite sign at the early part of this stage. When, however, depression has set in, the antero-posterior diameter of the infraclavicular region is diminished.

Percussion. Slight dulness of the percussion-note with increased resistance of the thoracic parietes sound, after full expiration, duller over the affected part than over the corresponding part of the opposite side.

Auscultation. Respiration weak in some parts, exaggerated in others, bronchial, jerking or cogged-wheel in rhythm, bronchophony; dry crakling rhonchus; heart sounds more distinctly audible than usual; subclavian hum or blowing.

Physical signs of the stage of softening.

Inspection. Marked depression of the infraclavicular region; costal movements diminished.

Palpation. Vocal and tussive fermitus more exaggerated.

Mensuration. Antero-posterior measurement of upper part of chest diminished on the affected side.

Percussion—Dulness more marked, in some cases wooden.

Auscultation. Sibilant and sonorous rhonchi of coexisting bronchitis; humid crackling; mucous; rhonchus; respiration blowing; bronchophony.

Situation of surrounding organs. Elevation of the heart and the corresponding half of the diaphragm.

Physical signs of the stage of excavation.

The inspection, palpation, mensuration, and percussion—signs pretty much the same as in the preceding stage, except that they are more marked, and that cracked-metal percussion-note is now added to the list. Now for the signs afforded by *auscultation*—respiration blowing, cavernous, amphoric; cavernous and cavernulous rhonchus; pectoriloquy; metallic tinkling

So much for the physical signs of chronic phthisis. Now for the general symptoms *Cough.* This is very slight in the beginning—being observed only in the mornings and evenings. It subsequently becomes, however, more frequent and occasionally paroxysmal in its character. At the commencement of the disease, it is dry, or accompanied by a little mucous expectoration. The expectoration, however,

increases in quantity as the disease advances: it alters also in quality—being muco-purulent in its character after softening of the tuberculous deposit has commenced. Sometimes tuberculous matter has been coughed up and found mixed with the expectoration. Chomel, I believe, mentions that the sputa of the advanced stages of phthisis are nummular in form. Dyspnœa. This is great in some cases and slight in others. *Hæmoptysis.* This has been found very frequently in phthisis. From the statistics given by Dr. Walshe in a number of the British and Foreign medico-chirurgical review, it is evident that it occurs more frequently after the commencement of softening them before. This is not in accordance with the experience of other eminent physicians, who believe that it is more frequently met with at the stage of tuberculous consolidation than at any other period. *Voice.* This becomes generally feeble and reduced to a whisper towards the latter stages of the disease. The pulse is frequent and feeble and becomes fluttering some hours before death. The *intellect* remains unaffected to the last. It has been observed of tuberculous patients that they are very hopeful of their recovering. *Tongue* varies in its character—latterly it becomes, occasionally, red at tip and edges. Appetite continues good for some time but subsequently becomes greatly impaired. *Bowels* naturally open, in some cases throughout the whole course of the disease. In others and particulary at the advanced stage of the disease they become loose. This looseness may be due either to the irritation caused by accumulated morbid acrid secretions or to ulceration of Peyer's patches produced by the deposit of tubercle in them. *Emaciation* is very well-marked towards the latter part of the disease. The *skin*, at the advanced stage of the disease, perspires very profusely. When softening of the tubercle and excavation of the lung-substance commence, symptoms of hectic fever set in.

Tubercle is a morbid non-vascular organic product. It is an effect of perverted nutrition. On examination under the microscope, it exhibits an amorphous substance, which is fibrinous in its chemical character, a number of granules which are either fibrinous, fatty, or calcareous in their ultimate composition and imperfect corpuscles. These corpuscles have a tendency to disintegrate—the effect of this being what is called softening of tubercle. They have no reproductive power i. e. the power of generating other cells. Tubercle is deposited in the interstitial areolar tissue of the parenchyma of the lung and within the air-cells and in various other parts of the body. To the naked eye tubercle presents two varieties, well-known under the names of grey and yellow tubercle. In the latter the granules predominate; in the former, the corpuscles.

The difference of anatomical character between the early and advanced stages of phthisis is as follows. In the early stage the lung-substance is merely consolidated by the tuberculous deposit which exists under the form of what M. Louis calls semitransparent grey granulations. In the advanced stage, we find excavations in the parenchyma of the lung and softened tubercle in the shape of yellow tubercle.

The common predisposing causes of phthisis are chiefly debilitating in their character. They are impure air, imperfect nutrition, depressing passions, reverses in fortune, ill-clothing, excessive discharges from the system, hereditary predisposition, &c. The exciting causes are exposure to cold and damp, repressed eruptions, termination of pregnancy, &c.

The indications of treatment are to improve the general state of health, to remove or alleviate the effects of the tuberculous deposit and to meet urgent symptoms. The remedies that have been proposed to fulfil the first indication are iodide of potassium, cod-liver oil, and several others Dr Walshe does not seem to put much faith in the powers of the iodide of potassium. Cod-liver oil is, however, *the* remedy for the tuberculous diathesis. In several cases of advanced phthisis it has worked miracles by arresting the progress of the disease. To fulfil the second indication frictions with tartar-emetic ointment, application of flying blisters and various other remedies have been proposed The third indication is fulfilled by stramonium and morphia, which alleviate the cough, which becomes at times very troublesome and annoying to the patient; by chalk-mixture, acetate of lead and opium which relieve and at times check the diarrhœa and by astringent applications consisting of nitrate of silver or of other remedies of the same class to the larynx to alleviate the symptoms which have their seat in it.

CHUNDER COOMAR DEY.

HONOR AND TEST EXAMINATIONS.

ANATOMY AND PHYSIOLOGY.

1*st*. *Answer*.—The lobules of the liver are minute bodies about the size of a pin's head. Each is composed of the ramification of the portal vein, the hepatic vein the biliary ducts—lymphatics—nerves—with a scanty portion of fine areolar tissue. The areolar tissue surrounds the vaginal portion of the lobules—and serves to connect each lobule with the neighbouring ones. Its quantity is so very small that its existence has been denied by many anatomists. It is destitute of fat.

The intra-lobular branches of the portal veins are derived from the interlobular veins. These enter the lobules in different points and form by their division and anastomoses a capillary network called the lobular venous plexus.

From this venous plexus, radicles of the hepatic veins arise—their number corresponding with the elevations on the external surface of the lobules. They pour their blood to a central branch called the intra-lobular hepatic vein, which pierce the lobule at its base and open into a sublobular hepatic vein.

The biliary duct commences by a network which are placed in the meshes formed by the network of the lobular venous plexus. Their structure consists of a simple basement membrane lined internally by neucleated cells These cells not only line the interior of the ducts but they may be said to fill them They are the agents by which the secretion of bile is effected. Their size varies from $\frac{1}{800}$ to $\frac{1}{1200}$ of an inch. They contain a neuclei which is obscured by the granular contents of the cells. Some fat globules are also contained in the cells. Nerves and lymphatics have not been traced to within the lobules, but they are infered to exist and therefore they are mentioned among the structural elements of the lobules.

Respecting the hepatic artery, there is some difference of opinion. Some maintain that they enter the lobules, while others assert that they

end in a capillary network outside the lobules, from which venous radicles arise and pour their blood into the portal veins. The latter view is the more probable one and therefore the hepatic artery is not reckoned as entering into the formation of a lobule.

2nd Answer.—Unstriped muscular fibres are flattened fibres with a dark outline and granular aspect. They are marked here and there with elongated neuclei placed longitudinally. Sarcolema has not been detected in them and the transverse striar characteristic of the other class of muscular fibres are wanting. They are made up of granules arranged without any order, but sometimes these granules seem to be arranged with a certain degree of regularity, thus making an approach to the other class.

These fibres form one of the coats of the alimentary canal. They commence from the lower half of the esophagus and extend down to the termination of the rectum. They also form the muscular coat of the uterus and the bladder. They also enter into the formation of the membranous portion of the trachea and bronchi and are found in the ramification of the bronchia as far as they can be opened. They also form a part of the walls of the larger ducts of secreting glands as well as their deverticula. They occur in the dartos of the scrotum, and in the middle coat of the middle and smaller sized arteries. Contractile elongated cells which is a form of unstriped muscular fibres have been recently detected by Mr. Rolleker in the cutis vera of the skin, underneath the mucos membrane of the vagina—in the hair follicles—in the finest trabaculi of the spleen and in the ducts of sebacious follicles.

3rd Answer.—The graffian vesicles consist of most externally a vascular layer, next a fibrous layer, and within this is a granular layer called the membrana granulosa. Within these layers there is an albuminous granular fluid, containing a neuclated vesicle called the ovum. The ovum while immature lies in the centre of the graffian vesicle but when matured, it rises to the surface of the granular contents and becomes enclosed by the cells of the membrana granulosa. This agglomeration of the cells of the membra granulosa round the ovum is called the discus proligerus.

The ovum consists of a transparent homogeneous membrane enclosing a fluid substance of more or less density. The membrane is called the zona pellucida or the vitelline membrane and the fluid contents has received the name of vitellus or yelk. The yelk consists of granules and globules immerged in a substance which is a fluid in the lower animal but semisolid in the human female.

Imbedded in the substance of the yelk lies a neucleated cell called the germinal vesicle. It contains a clear spot which may be its neuclei, called the germinal spot.

The germinal vesicle at first lies imbedded in the substance of the yelk but as the ovum gets matured it rises to the surface and applies itself to that part of the zona pellucida which is nearer the surface of the graffian vesicle.

4th Answer.—The gustatory branch of the inferior maxillary nerve is a nerve of common sensation as well as a nerve for the special sense of taste. It supplies the anterior and the lateral parts of the tongue and imparts common sensibility as well as the sense of taste to these parts. The gustatory function of this branch has been denied by some, but at

present there is no doubt about the matter. It is abundantly proved by experiment as well as clinical observation.

The inferior dental branch is a compound nerve. Those filaments which go to the pulp of the teeth are purely sensory in their function. The mental branch is also sensory and imparts muscular sense to the parts it is distributed.

The mylohiod branch of this branch of the inferior maxillary nerve is a compound nerve and supplies the mylohiod and the anterior belly of the digrastric muscle with mascular sense and motor power. The auriculo temporal branch of this nerve is purely sensory and imparts common sensibility to the parts it is distributed. It gives no filament to muscles and therefore contains no motor fibres.

The buccal branch is also sensory and imparts muscular sense to the buccinator muscle and to the other muscles it is distributed. The buccinator muscle receives its motor filaments from the facial nerve and not from this branch.

The remaining branches of the inferior maxillary nerve are compound nerves—imparting motor power as well as muscular sense to the muscles of mastication. That the motor power of these muscles is due to these branches not to the *facial nerve*, is proved by their not becoming paralized when the facial nerve is diseased or destroyed. That these muscles also owe their muscular sense to the branches of the inferior maxillary nerve, not to the other branches of the 5th nerve is proved by the fact that the last mentioned branches do not give filaments to these muscles.

5th Answer.—The agents engaged in the function of absorption are the *lacteals*—the lymphatics and the blood vessels. The seats where this function is carried on are the external surface of the body—the internal surfaces communicating with the exterior and the interior of the organs and the tissues of the animals.

The absorption by the lacteal vessels and the lymphatics are vital processes, while that by the blood vessels is a physical one carried on under the influence of known physical laws. That the lacteal and lymphatic absorptions are vital processes is too well established to need facts to prove the truth of this assertion. The lacteals take the nutritious part of the food or the chyle from the small intestine. They reject every thing that is not capable of being organized. They seem to exercise a choice in the selection of materials they absorb. The mode in which the passage of chyle to the lacteals is effected may be thus expressed. The chyle is taken by the columnar particles on the villi of the intestine. It then makes its way into the interior of the villi by passing through the basement membrane. There it is converted into neucleated cells. These neucleated cells elaborate the chyle and after their maturity they burst and discharge their contents, which subsequently gets into the interior of the lacteal vessels, by passing through its thin parieties.

The absorption by the lymphatics is also a vital process. They absorb the superabundance of the nutritive materials poured forth for the nutrition of the tissues. They also take those portions of disintegrated tissues which are capable of being organized and made subservient to the purposes of nutrition.

The absorption by blood vessels—(the capillaries and small veins being the parts meant by blood vessels) is as before stated a physical act and performed under physical laws. The blood vessels take every thing

either nutritive or poisonous that is offered to them. The object principally served by the absorption by blood vessels is the absorption of deleterious substances resulting from the disintegration of tissues, and their conveyance to the different excretory organs for the purpose of their elemination.

The forces engaged in this action are as before said of a physical nature Here the influence of imbibition—endosmose and capillary attraction comes to play, and effects the introduction of matters from without to within the blood vessels.

MOHESH CHUNDER GHOSE.

BOTANY.

1*st Answer.*—In structure, a leaf consists of the ramification of fibro-vascular bundles with parenchyma between them and the whole covered by epidermis. Counting the structure of a leaf from above downwards or in other words from the upper to the lower surface, we have first a layer of epidermis, next a layer or two of cells differing in form and arrangement from those which form the next lower layer or layers. In this parenchyma we have the fibro-vascular bundles distributed. Lastly we have the epidermis of the lower surface.

The epidermis of the upper surface is hard, glistening and devoid in general of hairs and stomata. It may sometimes present stomata, but the number of these is very inconsiderable.

The lower epidermis is thin and abundantally supplied with hairs and stomata.

The layer of cells next the upper epidermis presents no lacunae or meate of any kind. The cells which form it have a regular outline. They are closely applied to each other, and are elongated in figure with the long diameter perpendicular to the surface of the leaf.

The cells forming the lower layer or layers of parenchyma have irregular outline. They send processes from their sides which joining with each other form a spongy texture, whence the name *cavernous* given to these layers. The meate thus formed communicate with each other and with the stomata. Moreover the cells of this layer are elongated parallelly with the surface of the leaf. Both the cells of this as well as of the layer before described contain chlorophyle granules which impart to them a green colour. In some very succulent leaves there is a layer of cells which do not contain chlorophyle, placed between the layers before described, and thus dividing the parenchyma of the leaf in three layers.

The fibro vascular bundles of a leaf consist of spiral vessels, woody fibres, laticiferous vessels and fibres corresponding with liber fibres. The structure we have given applies to an aerian leaf, but not to a leaf that is submerged.

Submerged leaves have no system of fibro vascular tissue. They are made wholly of parenchyma, in which some cells may be elongated and condensed so as to put the appearance of fibro vascular tissue. The epidermis covering them does not differ from the adjacent cells, so that it may be said that they have no epidermis.

2nd Answer.—A flower is said to be papilionaceous when the petals present the peculiar arrangement just now to be mentioned. In this, one petal which is superior in the flower, attains a remarkable development, and exceeds the others in size. It is therefore called the *vexillum* or standard. The two lateral ones are small and are called the *alæ*. The inferior petal is the result of the union of two distinct petals and is called the *carina*. It envelopes the essential organs. The union between the two inferior petals which form the carina is not complete, but is deficient at the base.

3rd Answer.—Placenta is formed at the margin of the folded capillary leaves. When the dissepiments formed by the union of the edges of the carpels and which bear the placenta do not reach the central axis of the ovary the placentation is called *marginal* or *paintals*. When the dissepiments reach the axis, the placenta is united with the axis, if it is prolonged beyond the carpels, or at the axis if it not prolonged, thus, constituting what is called the central placentation. In this the dissepiments may remain persistent, or they may be absorbed leaving the placenta at the centre. In all cases when they are absorbed they leave some trace to enable an examiner to trace the formation of the placenta.

In some cases, however, there is central placentation, but without any trace of the dissepiments once extended to the central axis and then becoming absorbed. In this the placentation is central from the very beginning. When thus circumstanced the placentation is said to be *free central* in contradistinction to the *central* placentation we have before described. Besides these usual modes of placentation, there are some others which, though rare, require to be cursorily alluded to.

Thus placenta has been known to be attached to the mid rib of the carpellary leaf. It has also been seen to be disposed in radiating lines to the inner surface of the carples. Finally it has been seen to occupy the whole of the inner surface of the ovary.

4th Answer.—The simplest condition in which an ovulum presents itself is that of a cellular nipple, the apex of which is hollowed into a cavity containing a mucilaginous fluid. The cavity is called the embryonary cavity and the contained fluid is the *amnion* in which the embryo is to be developed. The cellular nipple containing the cavity is called the neucleus, which thus we see is the most important and essential part in the structure of an ovulum, the other parts being superadded to serve secondary purposes. Thus there may be two coverings developed external to the neucleus, and one or two internal to it.

A perfect ovulum therefore consists of 5 coats surrounding a cavity containing, as before said, a mucilaginous fluid. These coats counting from without inwards are named the primine, the secundine, the tercine (which corresponds with the neucleus,) the quartine, and the quintine. The quintine immediately lines the embryonary cavity and is therefore called the embryosac. The quartine is a fugacious covering, which is rarely present and which when present serves only a temporary purpose and then disappears, so that in reality a perfect ovulum may be said to have four coats only instead of five.

The primine and the secundine do not form perfect investments to the nucleus. Both are deficient at the apex and thus leave a canal through which the hollow tube makes its way in the act of ficundation. The opening in the primine is called the exostome and that in the secundine the endostome.

5th Answer.—By the term *genus* is meant a collection of species allied to and agreeing with each other, more than they do with any other species of plants.

6th Answer.—In the calicifloræ the stemens are said to be perigenous when the calyx is free from adhesion with the ovary In this case the ovary is superior and the calyx inferior.

The stemens in a calicifiorous flower are said to be epigenous when the calicinal foleoles are in adhesion with the ovarium, which appear to be inferior and the stemens arising from it.

7th Answer.—These two orders are distinguished both by positive and negative characters.

In the orchidaœ the stemens and the pistels are united together in in one column called *columna*. The stigma is placed upon a depressed portion of the columna called gynozus. Of the three stemen which ought to be have been developed two are arrested in development, and their abortion has contributed to the development of what is called the labellum or the lip. The anther of the remaining stemen which is the only one that is developed is placed on the top of the columna. The pollen grains are aggregated into two masses called pollina. From each of these a process called caudicule is sent down which is attached to a process of the anther called Roselellum by means of a vicid matter called retinacula.

In the scitamineœ we have two of the three stemens suppressed, and only one developed. Of this one, one anther lobe is developed and contains the pollen, while the other is converted into a petaloid appendage.

8th Answer.—The tamarind is a *lomentum* in structure, but it does not dehisce to scatter its seeds.

The jamrool is a berry or more properly an uva in as much as it has not the calyx adherent to it.

The cala is a berry in which the placenta is very much developed.

The custard apple is pome, that is to say, an indehiscent syncarpous fruit in which the *calyx is adherent,* and the seeds enclosed in cases formed by the endocarp.

The mulberry is a sorfosis in the ordinary sense of the term. It resembles the fruit of the strawberry and raspberry, but differs from them in being the product of several flowers.

MOHESH CHUNDER GHOSE.

CHEMISTRY.

Question 1st.—What is Soda, how is it procured, what are its tests, and its most important saline compounds?

Soda is the oxide of sodium a metal, which exists very abundantly in nature; in sea water, as chloride; and in soils as carbonate, sulphate and nitrate. Also in sea weed and land plants growing near the sea. It is the product of the oxidation of sodium in air or oxygen. It may be obtained as a hydrate, by adding hydrate of baryta to sulphate of soda; so as to neutralise the sulphuric acid and evaporating the supernatant liquor to dryness; or by adding hydrate of lime, to a boiling solution of carbonate of soda, in small quantities, syphoning off

the supernatant liquor and evaporating rapidly to dryness in a silver or platinum vessel.

The following equations explain the decompositions in the first Na O, SO_3 + BaO HO = BaO SO_3 + NaO HO and 2nd NaO, CO_2 + Ca O, HO = Na O, HO + Ca O, Co_2. In its properties soda very much resembles potassa but it is quite indifferent to the tests for that oxide; fluosilicic acid gives a gelatinous precipitate in solutions of soda, but the only positive test for soda is the blowpipe-test—it colors the flame yellow.

The most important saline compounds of soda are, the chloride, sulphate, carbonate and bicarbonate, nitrate, acetate and tartrate.

Question 2nd.—What is the lactic fermentation, how is it excited and what are its results?

The lactic fermentation, is the production of lactic acid in a saccharine solution; it is excited by the presence of cascine, in a state of decomposition or by the addition of rennet, an infusion of the stomach of a young calf. The results of the process are, the disappearance of sugar from the solution and production of lactic acid.

Question 3rd.—What is Silicic acid, what are the different states in which it exists, and what are its most important combinations?

Silicic acid or *Silica* is the oxide of the metal siliceum; it exists in nature pure or almost so as quarts, flint and white sand; as a hydrate, dissolved in the water of many springs; and in combination with lime and alumina; and colored with oxides of some metals as the ruby &c., the most important combinations of silica are, the basic silicates of soda and potassa, which is glass, silicate of soda is a harder glass than silicate of potassa. Silica forms an acid with Fluorine, Si F_3, which is used in chemistry to separate potassa from its compound with some acid, as the iodic. It is very corrosive, with water it produces hydrofluosilicic acid.

4th.—What are albumen, fibrine and caseine and their tests, and what are the analogous vegetable substances?

Albumen, caseine and fibrine are called proteinec compounds: in the animal kingdom, they exist in the blood, milk and in muscle &c. Albumen exists in blood in which it is held in solution by its salts viz. chloride of sodium and phosphate of soda, &c. it is the white of the egg and is also in the vitreous humor of the eye in small proportion, dissolved.

Albumen is coagulated by a heat = 150° F and by nitrate of silver, bichloride of mercury, creosote and alcohol. When coagulated it is translucent and insoluble.

Fibrine forms the chief part of the substance of muscle, it also exists in blood: it possesses the very remarkable property, of coagulating by rest; the clot of blood is fibrine including the blood globules. It absorbs oxygen from the air on exposure to it. The fibrine of arterial blood differs from that of venous blood and muscle in not being held in solution by nitre or sulphate of potash.

Caseine exists in milk: by the presence of an acid it is coagulated, the curd of milk is the caseine coagulated by the lactic acid formed in the milk, heat promotes the action of acids on caseine but when heated alone only a pellicle forms on the surface acetic acid coagulates caseine. The vegetable substances analogus to albumen, fibrine and caseine are vegetable albumen, gluten and leguminc.

5th.—What are the compounds of sulphur and oxygen and their properties?

The compounds of sulphur and oxygen are hyposulphurous acid $S_2 O_2$, sulphurous acid SO_2 hyposulphuric acid $S O_5$. sulphuric acid SO_3 and sulphuretted hyposulphuric and bisulphuretted hyposulphuric acid.

a. $S_2 O_2$ has not been isolated.

b. SO_2 the product of the combustion of sulphur in air or oxygen is colorless, has a very suffocating smell, is compressible to a liquid state, absorbed by water, detonates with hydrogen producing water and depositing sulphur, e. g. $SO_2 + 2\ H = 2\ HO + S$, it forms salts with bases.

c. $S_2 O_5$ is unimportant it does not precipitate baryta.

d. SO_3. Anhydrous sulphuric acid is a solid; it does not possess acid properties—nor form salts with bases, its affinity for water is very intense, thrown into water, it produces great heat and causes a hissing noise.

Hydrated Sulphuric acid is the most important of the compounds of sulphur with oxygen. It is an oily looking colorless fluid, nearly twice as heavy as water its specific gravity being 1·845—it has a strong affinity for water, in combining with which, it produces heat and the product of the combination, is found of smaller bulk than the sum of the ingredients used; it chars organic matter, by abstracting water or its elements from it; it has a strong affinity for bases; in contact with some metals and water, it causes decomposition of the water; hydrogen being given off and the oxygen, going to the metal with which the sulphuric acid combines; it becomes solid at 40′ F. and at 600° distills. Exposed to moist air, it absorbs moisture increasing in bulk to the extent of one-third of its bulk in 24 hours: with bases it forms salts. The other acids, that of Langlois and of Forrdes and Geles are of no importance.

6. The only compound of sulphur and hydrogen is sulphuretted hydrogen or hydro-sulphuric acid—it is a colorless gas, has a very disagreeable smell; is highly poisonous, causing stupor and headache when breathed even a very dilate state; it burns with a bluish flame producing sulphurous acid and water, it is absorbed by water, giving to it, its smell; its reaction on litmus paper is slightly acid. With metallic oxides it produces sulphuret of the metal and water. It throws down the sulphurets of many metals of peculiar and characteristic colors. With iron, nickel cobalt and manganese salts it produces no precipitates. The following are some of its most remarkable precepitates.

Arsenic, ...	Yellow.
Zinc, ...	White.
Copper, ...	Brownish black.
Lead, ...	Black.
Antimony, ...	Orange.
Tin-benoxide, ...	Dirty yellow.
Tin-proloxide, ...	Black.

With ammonia, hydrosulphuric acid forms a compound which is much used as a test. The hydrosulphuret of ammonia, throws down precipitate in solution of those metals, which are not affected by hydrosulphuric acid; with manganese, it produces a very characteristic flesh colored

precepitate; and it produces precepitates with iron, cobalt and nickel, which are not affected by H. S. these however, are not characteristic

R W. HARRISON.

MATERIA MEDICA.

Answer to Question 1st—Iodine is obtained from sea weed; the ashes of which, are also a source of soda: after the salts have been crystallized out of the lixivium of kelp, the mother liquor is heated with sulphuric acid and peroxide of manganese, and distilled. The iodide, exists in the liquor as iodide of sodium, magnesium or of potassium, and the following is the change which takes place in its preparation.— $KJ + Mn\,O^2 + SO^3\,HO = Mn\,O\,SO^3 + KO\,SO^3 + I$.

Iodine is of a steel grey color; generally seen in scales, which have a metallic lustre;—its odor is somewhat like that of very dilute chlorine; it gives off a very beautiful purple vapor when heated, and is also vaporized at natural temperatures; it is very insoluble in water. One pound dissolving only one grain of Iodine; it is more soluble in alcohol and ether and in solution of iodide of potassium

Starch is the most delicate test for iodine; added to a solution containing only $\frac{1}{300000}$th gr of iodine, it renders the solution perceptibly blue; a piece of moist starched paper is also blued by exposure to the vapor of iodine. In a combined state, iodine is not affected by starch, it must be reduced before the blue color will appear; that is best effected by inclining, over the liquid to be tested, a bottle of chlorine water chlorine having a stronger affinity for bases than iodine, sets it free.

In small doses, iodine causes increased secretion of urine, and the diminution of glandular enlargements and tumors, without producing any other obvious effect Long continued use however, produces a peculiar state of the system, called iodism, which is characterised by vomitting, purging, headache, nausea, debility, and extreme emaciation. Iodine has also the power of causing absorbtion of the testes and mammæ when its use is continued long Large doses, produce gastro-intestinal inflammation. The most remarkable property of iodine is, its power of curing bronchocele or goitre; for this disease it is a specific, but not in every form of it: soft enlargements of the thyroid body yield to it sooner than hard ones.

Uncombined, iodine is seldom used in medicine; but combined with potassium, with which it forms its principal compound, it is very extensively used. Iodine is used as a resolvent, in glandular enlargements and tumors. The iodide of potassium is a valuable antisyphilitic and alterative, and is much used in combination with Decot. Sarzæ Co. in secondary syphilis and rheumatism.

Iodine is applied externally, in the form of tincture and ointment to enlarged glands, tumors, and swollen joints, caused by rheumatism. The iodide of mercury is a useful preparation for syphilis in scrofulous persons. The principal compounds in medicine of iodine are iodidium potassii, hydrargyri iodidium, hydrargyri binodidum, tinctura iodinii, tinct: iodinii comp: unguent iodinii, unguentum plumbi iodidi.

Answer to Question 2nd—The effects produced by the continued exposure to lead in any form, are lead colic; lead palsy; and saturnine encephalopathy.

When the system has been exposed to the action of lead for a long time, or if the susceptibility to the action of lead, be great—the following symptoms appear. At first, that is diminished secretion, the pulse becomes small and slow; there is constipation of the bowels; diminished appetite and temperature of the body; colicy pains; and what is most constant, and the best indication of the constitutional effects of lead,—a fine blue line at the margin of the gums. Saturnine colic is known by the following symptoms, constant pain in the abdomen, increasing at intervals; hardness of the abdominal parieties and sinking or retraction about the umbilicus; constipated bowels; loss of appetite, diminished temperature of the body and slow and small pulse, from diminution in size of the arteris. The pain in the abdomen, is relieved by pressure. Lead palsy, is paralysis of the extensor muscles of the extremities: it most commonly occurs in the upper, when the hand is found drooping. Either the function of sensation or of motion may be paralysed, or both Lead causes pain in the extremities which is relieved by pressure and is not felt in the course of the nerves.

All the preparations of lead have, more or less, the power of producing the above effects, by continued use; but the carbonate acts most speedily. Exposure to the action of lead in a vaporous form also produces lead colic and people working in lead, who are always in contact with it, are very subject to it.

Saturnine encephalopathy is disturbance of one or more of the cerebral functions, produced by the action of lead. It occurs in four forms, 1st coma, 2nd delirium, 3rd convulsions and 4th a mixture of the three. The delirium may be rather tranquil or violent. and the convulsions epileptiform or calaleptiform.

Answer to Question 3rd—Strychnia is the active principle of the strychnos vomica; it also exists in St. Ignatius's bean and in strychnas tieate and other species of strychnos.

Strychnia excites the irritability of the cerebral spinal, or excito-motory system. Given in very small doses, it produces no obvious effects on the system; if any, it acts apparently as a tonic, producing increase of appetite When it is given in full doses for some time, the second degiee (according to Dr. Pereira) of its operation is brought on. This is characterized by increased irritability of the muscular system and increased sensibility to external impressions, as light, sound feeling, and change of temperature, and there is stiffness of the limbs with inability to maintain the erect posture for any time A slight tap on the hamstrings causes a peculiar convulsive state of the muscles of the limb: this is a very characteristic symptom of the action of strychnia on the constitution. If the use of the medicine be persevered in, the convulsions become very frequent, occurring from very slight causes, as turning in bed, &c and at last they occur without any apparent cause.

Poisonous doses produce violent convulsions which commence at the extremities—then, affect the muscles of respiration and lastly the diaphragm which causes death.

The principal use of strychnia which is the only remedy that can be relied on in the disease, is in paralysis Partial paralysis or paraplegia, is what it it most efficacious in, hemiplegia is not so often relieved by the use of strychnia as paraplegia because, it is most frequently caused by effusion into the substance of the brain and supervenes on apoplexy. Now, removal of pressure in the brain is the only thing that will cure

the paralysis in such cases. Nature effects this is time; but art can give no assistance and strychnine in such cases is positively injurious. But when the cause is removed, which does take place by absorbtion of the effused blood, the paralysed limb remains paralysed, as if from loss of habit in these cases, strychnia is indicated. Strychnia is more useful in paralysis from functional than from structural disorder. In paralysis strychnia causes twitching motion of the paralysed muscles.

Amaurosis has been cured by it. In this disease, flashes of light appear before the eyes, during the use of strychnia; these flashes are of different colors, the red colored flashes are considered the best symptom.

Lead Palsey has been cured by strychnia, and also the trembling produced by continued habits of drunkenness. In the former it is a useful remedy..

The dose of strychnia is from 1-16th or 1-12th to a quarter of grain. Very *cautiously* increased.

Answer to Question 4th.—The most prominent symptom in the effects produced by aconite, is paralysis of sensation; a small quantity taken into the mouth causes, at first burning, and then numbness—the tongue and teeth appear very large; and there is a constant effort to swallow. Convulsions and coma are not constant though they may be present. The intellect is clear to the last.

R. W. HARRISON.

MIDWIFERY.

I. The varieties of dysmenorrhœa are the *neuralgic, inflammatory* and *mechanical.*

(2.) *Neuralgic Dysmenorrhœa* is marked by uneasiness, a sense of coldness in the lower part of the abdomen, or a pain extending from the back of the sacrum, to the front of the loins: this pain, which peculiarly characterizes the disease does not disappear on the commencement of the flow or in the second day, as in the inflammatory variety. There is no fever generally, and the constitution does not suffer much during the interval. Very commonly neuralgic dysmenorrhœa is attended with discharge of membranous moulds of the cavity of the uterus, formed by a plastic exudation in the cavity.

Treatment. There are two indications to fulfil in the treatment of this variety; (1st.) to relieve the pain during flow of menses and (2nd.) to prevent its return—(1) the pain is releived by anodynes such opium and its preparations and hyosciamus,—(2) during the interval the treatment should of a tonic kind, and counter irritants to the sacrum, such as blisters, repeated or discharging, are of great value.

(2.) *Inflammatory Dysmenorrhœa* is characterized by rigors, feverishness, heat of skin, flushed contenance, pain in the hypogastrium, which in some cases is very severe, diminished flow of catamenia, especially in the beginning, and other derangements indicative of constitutional suffering: this variety of the disease arises from plethora, and occurs more in the young married females especially of luxurious with sedentary habits. The state of pulse in these cases indicates, particularly before the monthly period, a hyperæmic state.

Treatment.—Bleeding either local such as leeching, copping over sacrum and scarification of the os or cervix and general, affords great

relief. It is followed, or in many instances preceded, by warm hip bath, administration of diaphoretics and saline purgatives, with low diet. During the interval treatment is principally hygenic, such as exercise in open air, occasional warm baths non-stimulated diet, bowels to be kept regular by occasional purgatives.

(5.) *Mechanical Dysmenorrhœa* arises as its name implies from some obstruction either in the vagina or uterus, to the flow of the menstrual discharge. It is accompanied with a scanty discharge, pain in the region of the uterus, with a sense of weight fulness, or tension. Examination with the fingers discovers the situation and extent of the obstruction, which may arise from stricture of the vagina, adhesion of the sides causing occlusion, and disease of the os and cervix uteri.

Treatment, should be directed to the removal of the cause, by manual instrumental (such as the use of the knife) if necessary and to some extent, medicinal.

II. The *object* of this operation is two-fold, first, to convert a dangerous presentation to one *less* so, and second to terminate a complicate labour safely; in the first I allude to versions in malpresentations, such as shoulder or arm presentation, and in the second, this operation, in placenta prœvia, is well exemplied—I need not say that the *prime* object of version is the safety of the mother with that of the *child*.

The *conditions* most favorable for this operation are 1 non-discharge of the liq. amnii. by rupture of the membranes; (2) dilutation or in urgent cases, even dilutability of the os uteri (3) absence of inflammation of the passages, and (4) non-appearance of the symptoms of extreme exhaustion or collapse; the last cause offers a serious barrier to this operation in advanced cases of hœmorrhage from placenta prœvia.

The *means* that are adopted to facilitate the operation are bleeding, adminstration of opium, tartar emetic, &c. These remedies are had recourse to in cases of rigity of the os and cervix from irritation of the head, rigid contraction of the uterus upon the body of the child after the discharge of liq. amnii, and inflammation of the passages and to some extent, even of the uterus.

III. Peurperal convulsions are divided by Dr. Murphy into three varieties, namely sthenic or hyperæmic, asthenic or anæmic, and hysterical: each of these varieties is characterized by its symptoms and also by the mode of treatment.

(a) Sthenic or hyperæmic convulsions are the most common and may occur before or during labour, or after delivery. They occur to plethoric females, who are not unfrequently troubled by premonitary symptoms, such as throbbing of the temples, flushed countenance, vertigo, giddiness and fulness of pulse. When these convulsions occur the body becomes fixed, the complexion of the face livid, eyes rolling or dragged upwards, nostrils dilate, and respiration suspended; this stage is immediately followed by one more terrible, when the countenance becomes hideous, face distorted, eyes injected and starting as if the person has been strangled, and a deep insperation, followed by hissing respiration is a very prominent feature in this variety of the disease. In this stage there is full succession of the muscles of the trunk and extremities, and the severity of the convulsions is such that the whole bed, and in some rare cases even the floor, shakes. The stage is followed by that of coma, which passes off after sometime and the patient gradually comes to her former state. But sometimes these convulsions become complicated

with appoplexy, rendering the disease extremely dangerous. The convulsions may last 2 or 3 minutes, but recur within a short time. During these convulsions, and even in the stage of coma, the progress of the labour is not checked. This variety of convulsions resembles epilepsy in many points, so the diagnosis is important. Sthenic convulsions are distinguished from epilepsy, (1) by the absence of the *aura epileptica*, (2) by the presence of a peculiar hissing respiration, (3) by quick recurrence of the fits, and (4) by their generally fatal termination.

Asthenic or Anæmic convulsions are totally different from the former variety. They occur generally in the last stages of uterine hæmorrhage, but not unfrequently in the weak and debilitated after a loss of only a few ounces of blood or no loss of blood at all. These convulsions are characterized by symptoms of depression and irritability, such as sallow countenance, cold skin, profuse perspiration, great restlessness, irregular but convulsive actions of the muscles of extremities and trunk, quick but small and feeble pulse; the stage of coma in this variety is not always temporary.

Hysterical convulsions occur in females who are subject to hysteria. This class of patients show great impatience when labour occurs; they are fearful restless and desponding, and this mental agitation brings on a fit of hysteria in any stage of labour. These convulsions are announced like true hysteria, from which it no way differs, by a sense of weight in the epigastrium and a morbid sensation of a ball rising upwards, technically called the *globus hystericus*. These convulsions are characterized by the absence of complete insensibility and coma, by the suspension of the progress of labour during the fit, and by their very seldom proving fatal.

Causes of these convulsions may be conveniently divided into centric and eccentric.

Centric—The centric causes of this disease are those which, acting through the circulatory and nervous systems produce a susceptibility to this affection. These are—

(1.) *General plethora* is not necessarily productive of convulsions in the peurperal state; but when this condition is conjoined with an erethism or augmented excitability of the spinal system, convulsions occur from a very trivial cause.

(2.) *Anæmia*, as already noticed, produces convulsions. Deficent quantity, as well as bad quality of the circulating fluid can cause convulsions, the former is instanced in cases of extreme hœmorrhage, the latter in the occurrence of this disease, more frequently in the ill-fed and poorer part of the population.

Eccentric causes may be situated in any of the viscera. (1.) *Uterine irritation*, in patients predisposed to it generally acts as a principal cause. In this case convulsions occur either in the advanced stage of labour or after delivery. (2.) *Gastric irritation* sometimes produces convulsions in the plethoric. A hearty meal has occasionally caused this disease in a pregnant woman. I may here once for all notice, that convulsions occuring from irritation of other organs but uterus, generally appear either before labour or just at the very commencement and are very dangerous (3.) *Intestinal irritation*. Existence of hard fœcal matter in the large intestines may produce convulsions in the predisposed.

I may here mention that great discussions have taken place and great difference of opinion still exists relating to the causes of this disease

and particularly the influence of the uterus in the production of it, has been variously estimated. I had time merely to allude to uterine irritation as a cause of convulsion.

Treatment.—In the *sthenic variety* it is of an antiphlogistic character, consisting in bleeding, administration of calomel, followed by purgatives, and exhibition of tartar emetic in nauseating doses. This treatment is commenced after the fit, but during it, the great indication in all varieties of convulsions is to save the patient from injuring herself (but this should be fulfilled without using much restraint on the patient,) and also to cut short the fit by dashing cold water on the face. But should the child be delivered by artificial interference? Generally speaking and as a rule the delivery should be left to nature, but when the head is at the out-let, and pelvis roomy, forceps might be used; but in no case should the operation of *version* should be had recourse to, in convulsions.

Asthenic convulsions are treated in an exactly the reverse plan; stimulants with opium and nourishing diet are the chief means. Artificial delivery in this variety of convulsions is more dangerous than in the former. *Hysterical convulsions* are treated by antispasmodics, such as ether, assafœtida, and valerian, and tonics. Purgatives and dashing of cold water are also of service in this variety.

IV. The symptoms of a general rupture of the uterus set in suddenly they are a feeling of snapping (in some cases,) sudden pain in the abdomen, change of shape of the uterine tumour, and if the child has passed into the abdomen it can be felt there; small quick pulse, great depression of the system with pale countenance. The great points in the treatment of such cases are the delivery of the child, checking of internal hœmorrhage, and to relieve inflammatory action. I have no time to detail particularly the means of treating such cases.

NILMADHUB MOOKERJEE.

MEDICAL JURISPRUDENCE.

Answer to Question 1st. SYMPTOMS.—An acrid and metallic taste is perceived in the mouth; a sense of constriction is felt in the pharynx; frequent eructations occur which are of a coppery character; there is nausea, vomiting, generally very severe; the matters ejected from the stomach are usually coloured, either green or blue, severe, burning pain is complained of in the epigastric region and over the abdomen generally. There is great thirst, anxiety of countenance, a dry and parched state of the tongue. Associated with these symptoms, there is diarrhœa which is at time exceedingly violent; the stools are often dark coloured, mixed with a large quantity of blood and passed with tenesmus. There is a quick and irregular pulse, small and hard; a tympanitic state of the abdomen often supervenes; faintness, at times passing into complete syncope often occurs. The extremities become affected with spasms. Various cerebral symptoms attend the last stage; cold sweats break out over the whole surface of the body; the secretion of the urine is scanty; vertigo, cephalalgia with general convulsions close the scene.

Treatment.—Sulphate of copper being a violent emetic; it would be unnecessary to employ any emetic to dislodge the poison. The vomiting that does exist should be promoted by large draughts warm water or milk, or any other diluent. Large quantities of albumen, *i. e.* the white of egg should be administered; this will cause the albuminate of copper to be in the stomach, which is comparatively inert. Iron filings have been recommended by some as an antidote, its efficacy appears to be doubtful. Sugar has also been recommended and employed; it is supposed to form an insoluble red-oxide.

I believe it is not advisable in cases of poisoning by corrosive substances to employ the stomach pump, as the latter is very likely to produce perforation of the coats of the stomach from their being quite attenuated by the corrosive nature of the poison; it is therefore contra-indicated in the treatment.

Inflammatory and other symptoms may be mitigated by appropriate remedies.

Tests for Sulphate of Copper.—A solution of sulphate of copper can he easily recognized, first by its colour, which is blue.

Test 1st. It gives with a solution of ammonia a blueish white precipitate, soluble in an excess of the alkali, turning to a violet blue.

Test 2nd. Ferro-cyanide of potash gives a rich claret precipitate when there is a large quantity of the copper present, but if small, I believe it will be of a reddish brown.

Test 3rd. Hydro-sulphuret of ammonia, and also sulphurated hydrogen gas, will give a deep brown colour to a solution of copper.

Test 4th. If a small quantity of the solution be placed on piece of platina foil, and this be aciderated with a dilute acid, and a piece of zinc made to touch the platina through the medium of the solution, metallic copper is seen deposited on the platina, it can be recognized immediately by its well known colour.

Test 5th. If a slip of polished iron be immersed in a vessel containing a solution of the sulphate of copper; a grey coating of copper will be found to cover it after a short time.

Post-mortem appearances of poisoning by copper:—Redness of the mouth, fauces, pharynx, and sophagus, with the formation perhaps of small superficial sloughs over this tract of mucous membrane, also more or less marks of inflammation at different points.

The mucous membrane of the stomach will be found covered with a greenish coloured mucous, there is redness throughout, but varying in shade at different points, deep red looking ecchymosed points are scattered over the membrane. The coats of the stomach are in some situations thick, the mucous membrane in such places is soft often preventing the appearances of active inflamation. The coats again are observed quite attenuated in some points; this is due to the highly corrosive action of poison; the whole living membrane is often seen detached. Ulceration and even perforation of the coats are not unfrequent results of the action of this substance. The duodeum and rest of the intestines often prevent marks of inflamation, their lining membrane is seen congested and softened.

Question 2nd.—What treatment would you adopt in poisoning by nitrate of silver?

Answer.—I would administer frequent and large draughts of warm water, or any other diluent. Administer table salt or chloride of sodium

in tea spoonfuls every half hour. Support the general state of the system when necessary, and where the pain is complained of as excruciating, I would give small quantities of opium in the form of an enema; this would in a great measure relieve the patient. Emetics are contra-indicated in the treatment for reasons that must be obvious.

Answer 3rd.—The post mortem appearances observed in cases of poisoning by corrosive sublimate are slight redness of the pharynx and osophagus. The mucous membrane of the stomach presents marks of various degrees of inflamation, it is softened in some situations at at different points on its surface deeply red ecchymoses, portions of the lining membrane to a greater or less extent, are seen detatched from the subjacent textures. Ulceration implicating one or more of the coats of the stomach will be often seen; perforation has been frequently met with; signs of recent gastro-enteritic inflammation may exist throughout the intestines.

Answer to the 4th Question.—The characteristic post-mortem appearances in a body bit by a snake are to be chiefly looked for on its external parts.

The skin may present livid discolourations in different portions of the body or throughout. Putrefaction usually is rapid.

The most important signs are to be seen perhaps in the part that has been bitten. The wound is found to look unhealthy and to be covered with a fœtid ill-looking discharge. The integument around it is generally inflamed. The wound if it had reached the suppurative stage before death will be covered with purulent matter; not unfrequently a gangrenous state of bitten part is observed, extending in some instances up the whole limb. Another post-mortem appearance is an inflamatory condition of the lymphatics in the neighbourhood of the bitten part, shown by the red streaks on the skin along the course of the lymphatics.

In the internal organs, we generally find a state of congestion. There may be effusion in the ventricles of the brain, particularly when cerebral symptoms have preceded death.

Question 5th.—Describe the tests for arsenic? 1.—Arsenic is volatilized by heat on platina foil, it is insoluble both in hot and cold water on boiling it, and allowing the liquid to stand awhile it will be seen to float on the surface in a film. A portion of Arsenic when heated in a glass-tube will sublime, and will settle in octo-hædral crystals in the upper portion of the tube. When a small quantity of arsenic is placed in a watch glass with hydro-sulphuret of ammonia and heat applied it will be changed into a rich yellow the sequi-sulphuret; this is soluble in alkalies. A portion of arsenic heated with charcoal in a glass tube will become decomposed, and a ring of metallic arsenic will be formed near the mouth of the tube. Ammonio-sulphate of copper gives a green precipitate in a solution of arsenic, this is Scheele's green, it is insoluble potash and soda but soluble in mineral and vegetable acids.

Ammonia-nitrate of silver Test. This throws down a rich yellow precipitate the arsenite of silver, it is soluble in nitric acid, caustic ammonia and acetic acid. When sulphureted hydrogen gas is passed through a solution of arsenic contained in a proper vessel, which has been previously acidulated with muriatic acid, the sesqui-sulphuret of arsenic will be thrown down, this is insoluble in water, alcohol, mineral and vegetable acids.

Marsh's Test. This is performed by passing a current of hydrogen gas through a solution of arsenious acid contained in a proper receiver, the gas is allowed to escape through a tube fixed in the upper part of the vessel, if it be ignited by a taper, it burns with a yellowish white flame with a blueish hallo around it, if a piece of porcelain be applied to the flame, a deposit of metallic arsenic will take place, which may be proved to be so by the other tests already mentioned.

Reinsche's Test. This consists in introducing into a solution of arsenious acid previously acidulated with hydro-chloric acid, a few slips of bright copper, after a time metallic arsenic as a grey coating will be formed on the pieces of copper.

Answer 6th.—In treating a case of poisoning by lead, I would administer emetics, promote their effects by large draughts of warm water, clear out the bowels with a mild purge as ol. Ricini, employ emollient clysters, if there is much pain complained of, I would combine with the purgative opium.

If it's the acetate or sugar of lead that has been swallowed, vinegar and water must be freely administered. Stimulants if absolutely necessary.

Tests of Carbonate of Lead. 1st.—If carbonate of lead be calcined with charcoal it will be reduced to a metallic state.

2nd.—The hydro-sulphuret of ammonia and also sulphureted hydrogen gas produce a deep black precipitate.

3rd.—When heated on platina it leaves a yellow residue on oxide, which is soluble in nitric acid.

Question 7th.—Name the tests for tarter emetic. Tarter emetic is insoluble in alcohol, soluble in water when boiled with muriatic (or hydro-chloric acid) and slips of copper in a polished state be immersed in the solution a grey coating will be formed the latter. With hydro-sulphuret of ammonia tartar emetic gives a reddish brown. Marsh's test may be employed in the same manner as for arsenic the result is that on burning the gas which passes out from the tube, and applying a piece of porcelain to the flame a deep black stain is produced. When a solution of tartar emetic is heated on a plate of glass, after the epavoration, distinct tetra-hædral crystals will be formed.

Nitric acid throws down a white precipitate in a solution of tartar emetic, this is dissolved on the addition of some tartaric acid.

J. A. Foy.

SURGERY.

Mortification of a part may be produced by various causes and of these the first is inflammation. This may give rise to mortification when it is very intense, or if not intense occurring in a debilitated part, or by a mixture of these two circumstances.

(b.) Mechanical injury may produce mortification in a part either directly or indirectly; directly a part may at once be crushed and deprived of life, indirectly a part is injured and its vital power lessened, inflammation of an intense character is set up and mortification is the result.

(c.) Undue pressure on a part previously debilitated will give rise to inflammation and this will lead to mortification, the powers of the part not being able to overcome it.

(d.) Deprivation of Nervous Agency. This cause producing mortification is exemplified in injuries of the spine which produce paralysis of the lower extremities, and in this case the rates are apt to slough, as well as the skin over the trachanters; the cornea has sloughed after division of the 5th nerve.

(e) Heat produces mortification in a part either directly or indirectly; directly it may char the part at once giving rise to an eschar, or indirectly it may destroy only a part, inflammation of a sthenic type is set up in a debilitated part and mortification is the result.

(f) Cold may produce mortification either directly or indirectly, in the former case the whole body is benumbed by exposure to intense cold, and on increase of the temperature death is the result, or in the latter case the temperature of a part is very much reduced from severe cold, heat and friction are injudiciously applied and mortification thus results.

(g) Pressure on blood vessels may produce mortification of a part either directly or indirectly; directly a tourniquet applied to a limb so tight as at once to cut off all the supply of blood and thus produce death of the limb, or indirectly pressure is applied so as to impede the circulation the first effect of this is to produce effusion of serum if still continued congestion is set up and if still farther continued inflammation is set up in a part already debilitated by loss of its due supply of blood and mortification is the result.

(h) Arterial degeneration. This is the cause of mortification in the aged, in these persons the arterial coats become degenerated and hardened from calcareous deposit, the supply of arterial blood is thus gradually impeded and mortification is gradually produced.

Treatment. When mortification has set in the powers of the system are very low and must be supported, therefore stimulants are prescribed internally; quinine and opium ought also to be given, opium in full doses, and the system supported by nourishing diets, locally the putrid matters are let out by incisions, the lines of demarcation and separation appear; the surgeon must be ready to assist nature in her efforts to throw of the offending part.

As a general rule amputation should at once be performed in a case of traumatic gangrene, if the signs of mortification have not extended far. When the mortification is extending rapidly, and when its limits cannot be discovered with certainty, then amputation must not be performed; when the system has already been debilitated from hectic and other causes then amputation cannot be performed. In senile gangrene amputation is not performed; should mortification threaten after a severe burn amputation must be performed at once

2.—The shoulder may be dislocated in four directions (1.) downwards into the axilla, (2.) forwards below the clavicle, (3) backwards on the dorsum of the scapula, and lastly, upwards in this case the head of the humerus is dislocated only partially.

(a) In dislocation downwards the natural rotundity of the shoulder joint is lost and a hollow is seen below the acromion, the head of the humerus can be felt in the axilla, the elbow is drawn away from the side and cannot be drawn to it, the limb is lengthened, and feels numb through the head of the bone passing on the plexus of nerves in the axilla, the motion of the joint is lost.

Treatment. There are five methods of reducing this dislocation, viz., *(a.)* With the heel in the axilla.

The patient is put on his back on a bed or sofa, the surgeon sits on the side of the bed towards the affected extremity, and puts his heel (with the boot off) into the axilla at the same time that he makes extension by taking hold of the patient's wrist, and pulling gradually not forcibly pushing up the head of the bone with his heel.

(b.) With the knee in the axilla. The patient being seated on a chair the surgeon stands behind him and puts one leg up on the chair, the foot resting on the chair and the knee in the axilla, the lower end of the limb, above the elbow is then laid hold of and pushed inwards whilst with the knee the head of the bone is pushed up into its place.

(c.) The arm is drawn upwards above the head. The patient lies down on his back, and the surgeon with one hand fixes the scapula, whilst with the other he gradually draws the limb upwards until the head of the bone returns with a snap into its natural place.

(d.) With Pulleys. The scapula is fixed to a neighbouring part by a broad band passing in front and behind the chest; a wetted roller is applied above the elbow and the strap of the pulley fixed here, then extension is made gradually in the direction of the axis of the bone, and after awhile the surgeon rotates the head of the bone upwards, when it will return with a snap.

(e.) With a Towel. This is applied in the same way as the pulleys the scapula being fixed, a towel is applied to the arm above the elbow and extension made, as in the case of the pullies.

(2.) Dislocation forwards below the clavicle.

In this the natural roundness of the joint is also lost and there is a hollow under the acromion, the head of the humerus can be felt below the clavicle the elbow projects backwards and outwards, the limb is shortened, and the motion of the joint is lost.

Treatment. This dislocation is to be reduced by the application of the pulleys as above described, in dislocation of the head of humerus downwards extension is made in a direction backwards and outwards.

(3.) Dislocation backwards on the dorsum of the scapula. In this dislocation the limb is shortened, the natural mobility of the joint is lost, the elbow projects forwards and outwards from the side of the chest, the arm cannot be drawn to the side, an attempt to do so gives great pain, the natural rotundity of the shoulder is also lost, and the head of the humerus can be felt on the dorsum of the scapula, and a hollow exists beneath the acromion.

Treatment. This dislocation can also be reduced by the pulleys extension is made in a direction forwards and outwards.

Lastly the partial dislocation upwards is by some scarcely said to exist, and can be easily reduced.

3. The following are the symptoms of fracture of the neck of the scapula: the natural roundness of the shoulder joint is lost, a hollow is felt under the acromion process, the head of the humerus can be felt in the axilla, but can be easily replaced by pushing the humerus upwards and on taking away the force it falls back again into the axilla, there is unnatural mobility of the joint, and on reducing the fracture and rotating the humerus, and by applying the band over the shoulder a crepitus may be felt.

The accident for which this fracture may be mistaken is dislocation of the humerus downwards into the axilla and the following are the means of distinguishing between them.

In dislocation downwards into the axilla there is immobility of the joint.

In fracture of the neck of the scapula there is unnatural mobility.

2. In dislocation, the head of the bone cannot be reduced, unless by using great force and on being reduced it remains in its natural situation.

In fracture of the neck of the scapula the head of the humerus can be easily reduced to its place, but on removing the force it falls again into the axilla

3. In dislocation, no crepitus can be felt on reducing the dislocation and rotating the arm.

In fracture of the neck of the scapula, on reduction by rotating crepitus can be felt

These are the chief diagnostic signs between these two accidents, one of which may be mistaken for the other.

4. In a penetrating wound of the abdominal cavity the symptoms which lead us to infer that the stomach was penetrated are in the first place the direction of the wound, next escape of the contents of the stomach through the wound, vomiting of the contents mixed with blood, great irritability of the stomach, and incessant thirst: if extravasation of the contents has taken place the following symptoms will appear, tenderness of the whole abdomen will soon come on so much so that the least pressure will cause extreme agony, the knees will be drawn up, the respiration will be performed by the thorax solely, the pulse will be small and wiry, great restlessness, attempts to vomit and incessant thirst, the skin becomes hot and dry, if no relief is obtained all these symptoms increase, the pain becomes severer, the pulse sinks, the skin becomes covered with a cold and calmmy perspiration, restlessness increases, the features sharpen, the eyes sink, and death ensues

When the spleen is penetrated or ruptured it is known by the direction which the wound has taken and from the symptoms of extreme depression which soon set in, the pulse sinks rapidly the skin becomes cold and covered with a clammy perspiration, the features sharpen and death results, from the extreme vascularity of this organ, when it is wounded or ruptured, it always proves fatal

When an intestine is penetrated or ruptured we know it by the escape of fœcal matter externally and escape of blood with the stools, or if the intestine protrudes the wound can be seen, or when the intestine remains within the abdomen and should extravasation of its contents take place, the symptoms of peritoneal inflammation will ensue, the abdomen will grow tender until at last the least pressure will cause the most intense pain, the pulse becomes small hard and wiry, the skin hot and dry, and great thirst, these symptoms increase, the abdomen becomes distended and tympanitic partly from serous effusion, partly from flatus, the knees are drawn up to relax the abdominal muscles, the respiration is performed solely by the thorax, the skin now becomes cool and clammy, moist with perspiration, the pulse sinks and death results

We come to the conclusion that the kidney is penetrated in a wound by the direction it has taken, and by the escape of urine by the external opening, the frequent calls to pass urine, and escape of blood with it, when passed.

5. The following symptoms indicate internal hæmorrhage in penetrating wounds of the thorax or abdomen, the pulse sinks rapidly, the skin becomes covered with a cold sweat, and very pale, the features sharpen

and assume an ashy pale hue, the eyes sink, and collapse sets in, all the symptoms rapidly increase and death by syncope is the result.

6. The following diseases or accidents call for this amputation.

When the soft parts have been destroyed or lacerated to a considerable extent in the upper part of the arm, where the large blood vessels and nerves are wounded or considerably, torn, or destroyed, where the arm is shot off close to the shoulder joint, or struck by a spent ball so as to convert the parts into a jelly; or when mortification is setting in from a severe accident or injury.

The operation is performed in the following way on the right side. The patient being seated on a chair the surgeon stands before him (and an assistant behind, who is ready to pass in his fingers to grasp the brachial artery when the second flap is being made) with his left hand he holds up the patient's right arm at right angles with the body, he then passes in a long catlin a little below the acromion, gliding over the joint and bringing it out in the posterior fold of the axilla, thus transfixing it, he carries the knife outwards and with two or three sweeps a flap is made of the deltoid, which is immediately reflected by the assistant; the surgeon next strikes the capsular ligament which is now exposed with the knife, at the same time throwing the patient's arm across his chest, by so doing the head of the humerus hops out of its socket; the knife is now passed in close behind the head of the bone, dividing the posterior part of the capsular ligament, and laid with its flat surface against the neck of the bone, its edge looking downwards, the assistant follows the back of the knife expertly with his fingers and having secured the brachial artery the surgeon with a few sweeps carries the knife out making a flap of the muscles on the inner side of the arm.

JAMES GREENE.

MEDICINE.

Answer 1st.—Pleurisy may be described as acute and chronic; but for the sake of convenience, instead of giving a detailed account of both these states separately, I shall describe the symptoms generally, noticing their modifications in each of these states.

Symptoms of pleurisy are *local* and *constitutional*. (*a*) *Local symptoms.* (1.) *Pain* at the sides stands prominent among the local symptoms of pleurisy. In the acute and sthenic form it is sharp, catching, and in some cases almost excruciating. It increases at every act of respiration and becomes tormenting during coughing. In idopathic pleurisy it is generally seated at the sides of the chest, but in the tubercular state it may be in the upper part, both anteriorly and posteriorly, corresponding to the apex and upper lobe of the lung. The pain is very slight in asthenic forms of the disease, and is totally absent in the chronic state. I may here state that when the base of the lungs is affected and the pleura covering the diaphragm, the pain is referred sometimes to the epigastrium and sometimes to the lower ribs, corresponding to the attachments of the diaphragm.

(2.) *Dyspnœa* is present in most cases of this disease, but is not so severe especially in the acute state, as in pneumonia. The principal cause of difficulty of respiration in the acute state is pain in the sides

causing impeded and cautious movement of the thorax, but as the severity of the pain depends, in several cases, upon the extent of the pleural surface affected, consequently the amount of dyspnœa is also proportionate to this cause. The number of respirations increases from 24 in a minute, the normal standard, to 30, 40 and sometimes upwards. In the chronic form when extensive effusion has taken place in the cavity of the thorax this symptom is very prominent; the patient always complains of great shortness of breath, is sometime almost restless, at others suffers from orthopnœa, sand in a few instances dies asphyxiated. The cause of dyspnœa in the chronic form is compression and reduction of the respiratory surface of the lungs by the effusion in the pleural sac.

(3.) *Cough* is not an unusual accompaniment of this disease; it is usually dry, short, of a hacking character, with very little or no expectoration, unless when some other disease of simultaneous occurrence or intercurrent is present. These observations apply both to the acute and chronic states, but in the latter it is more commonly present than in the former.

(4.) *Expectoration*, as a separate symptom, needs no further consideration as I have incidentally noticed it in connection with cough; but let me only remark that pleurisy is complicated in many instances with bronchitis, phenmonia, and tubercles in the lungs, and in these cases the characters of expectoration vary, but slightly, from sputa peculiar to the above diseases.

(*b.*) *Constitutional symptoms.* (1.) *Fever* of an inflammatory type is generally present in well marked cases of acute pleurisy. It is ushered in with chills or rigors, and is followed by hot skin, another symptom of febrile action. In the chronic variety the fever is altogether absent, present only in a modified form, or assumes the hectic type; the latter only in cases of empyema, chills followed by heat of skin, which passes off with profuse perspiration constitute the history of a complete paroxysm of hectic in the latter stage of some cases of pleurisy.

(2.) *State of pulse and blood.*—The pulse is quick, hard, full, generally regular in the acute stage of the disease. In the chronic it loses its hardness, fullness, but in many instances retains its quickness. In the acute variety it rises from 75 the natural standard to 100 or 120; the pulse-respiration ratio is not much disturbed in this disease. The state of the blood in the acute form when sthenic, is hyperinotic, determined by actual analysis, and indicated partly by the buffy coat in the blood drawn from pleuritic patients.

(3.) *Skin* is generally hot, dry and rough in the acute state, but in the chronic, its state may vary according as fever is present or not. In chronic and sometimes in acute ones, there is profuse perspiration.

(4.) *Urine* is generally scanty and high coloured in the inflammatory stage; but its amount and other characters may vary the chronic state, particularly with reference to the treatment pursued.

(5.) *State of the alimentary canal.*—Dryness and redness of tongue with some thirst, anorexia, (sometimes nausea and sickness) and constipation of bowels, constitute the symptoms referable to the digestive canal. In the chronic state, there is absence of thirst, unless there is much diuresis; bowels in a variable state, but appetite improves. With reference to the physical signs of this disease it has been divided into the following stages, differing from each other in their pathological conditions. (1.) Dry stage. (2.) *Stage of plastic exudation.* (3.) *Stage of serous*

effusion, and two other stages indicating resolution of the disease and absorption of the fluid from the cavity with or without retraction. I think I shall be able only to allude briefly to the signs of the first three stages.

(1.) *Dry stage.*—Motions of expansion and elevation slightly diminished, especially if there is pleuretic pain; no marked difference in the character of percussion note; vocal fremitus not altered; respiration weak, distant, divided in rhythm; very rarely there is friction sound.

(2.) *Stage of plastic exudation.*—Motions of the chest freer if the pleuritic pain is less; some increase in the semicircular measurement; vocal fremitus diminished; percussion increased in resistence, diminished in duration, especial character changes gradually to complete dulness; respiration weak but accompanied with friction sound of the rubbing, creaking or grating variety.

(3.) *Stage of effusion.*—The effusion may be laminar, gravitative, or extensive producing distension and bulging: our limited time will not allow us to describe these separately so I shall describe the signs of effusion in a general manner. Expansion or bulging in the affected motions of expansion diminished semicircular and antero posterior measurements increased; vocal fremitus diminished or totally abolished, percussion resistent, completely dull, or wooden, respiration weak, distant or totally abolished in the lower part; it is bronchial with increased vocal resonance especially in the upper part of the lung in gravitative effusion, ægophony, more or less distinct, heard generally at the line of junction between the dull and resonant part of the affected, it is present in laminar effusion and sometimes in gravitative effusion.

Morbid appearances.—The description of these will be very brief. The following are the morbid appearances of this disease.

1. *Redness* affecting the pulmonary, or the parietal, or both.
2. *Effusion of lymph* may be observed between the two layers.
3. *False Membrane* is not so common as adhesion; but when it exists, it generally covers that part of lung which was affected; occasionally when the pleurisy is extensive, there is a false membrane covering the lower lobe but adhesion in the upper.
4. *Adhesions* may take place, by the organization of effused lymph, between two layers of the pleura at any point of their free surface. In tubercular pleurisy adhesions are more common than false membrane.

(5.) *Effusion of Serum* may be either small, laminar or extensive; in the latter case the lung is compressed into a small size. Compression from effusion may reduce the consistence to that of leather. I may here remark that effusions may become in some cases confined by a membrane forming a kind of cyst.

(6.) *Effusion of pus* is not rare, but the white fluid in the cavity of chronic which always passes by the name, is in some cases nothing but changed liq. sanguinis.

(7.) *Morbid changes produced by empyema* are (1) ulceration of cartilages, (2) formation of external abscess, (3), ulceration of the lungs, (4) necrocis of ribs.

Treatment of pleurisy in the actate state is antiphlogistic, consisting of bleeding, leeching or applying blisters when the fever is reduced; mercurials from beginning, combined with opium alone or opium and a little tartar emetic. Diet low. Of the chronic variety support of the system together with elimenation of the fluid are indications, remedies

are cinchona, iodide of potassium, mineral acids, preparations of iron, quinine, wine and digitalis, squills, broom tops, &c.

2. *Symptoms of dysentery.* (1.) *Character of stools* in the very early part somewhat fœculent and watery but the number increased. Afterwards mucous, slimy and bloody; blood occuring in streaks, clots, or in some rare instances there is a large amount of bloody discharge. In a later stage the stools are watery, of brown colour, lymphy, and present the appearance of meat washing; odour now fœtid. (2.) *Fever* is occasionally present in a severe form of an inflammatory type; but generally it is slight. Very usually in this country, dysentery is complicated with endemic fevers of the country, namely, remittent and intermittent (3.) *Skin* is generally dry and unperspiring; but sometimes when fever is present it is warm or hot, and covered with sweat. (4.) *Tenesmus and Tormina* are generally present, and are very severe when the affection is seated in the rectum, but sometimes in severe cases it is totally absent. (5.) *Heat* along the course of colon is occasionally present and indicates diffuse inflammation of the large bowels. (6.) *Pain* on pressure is more marked over sigmoid flexure and cœcum. There is also a sense of uneasiness amounting in some instances to actual pain in the hypogastrium. (7.) *Pulse* is accelerated in the sthenic varieties, with fever, but slow (occasionally irritable) in adynamic form of the disease. (8.) *Thirst* is generally present except in the advanced stages. (9.) *Vomitting and nausea*, when present are signs of evil portent; vomitting sometimes accompies the whole of the disease, at others only in the last stage. (10.) *Hiccup* is one of the dangerous symptoms, when it occurs in the advanced stage. (11.) *Urine* is generally scanty, and when the bladder is affected it is ammoniacal and passed with heat and pain. (12.) *Appetite* generally bad, occasionally there is perfect anorexia. *Morbid appearances.* (1.) *Redness* of the mucous lining of the large intestine in the early stage of the stage. Solitary glands of the large intestines enlarged and congested. (2.) *Ulceration* of various degree and extent, sometimes occurring only in small patches, at others extending over the whole surface the seat of the ulceration, it is said, is in the solitary glands (perhaps of Boehm). *Treatment* in the early stage is antiphlogistic and comprises blood letting (generally local) mercurials, opium, hyscyamus, &c., but in the advanced stage comprises astringents, tonics, and in some forms stimulants.

3. Treatment of apoplexy varies as the patient in a state of depression which is characteristic of some forms, or whether the countenance and the state of the pulse indicate excitement. In the former variety, (coup de soleil is the best instance) is to be treated by affusion of cold to the head, injections, frictions over surface, and blisters to the nape. If the depression be very marked and progressing even stimulants or tonics. The other variety by general and local blood letting, cold to the head, administration of calomel, and croton oil; this is very difficult in the state of coma and generally croton oil mixed with butter is applied posterior part of the tongue. Cathartic enema with turpentine and purgative substances are of service.

Answer 4.—The propriety of blood-letting is to be judged of by (1) the tissue or organ affected, (2) character of the inflammation, (3) state of the patient with reference to his constitutional strength, (4) stage of the inflammation, (5) complications with other diseases. (1.) *Tissue*

or organ affected. It has been found by experience that toleration for blood-letting varies according to the tissue or organ inflamed: thus in phrenitis we can draw blood to an amount which would cause very serious mischief in inflammation of a mucous membrane, such as dysentery. (2.) *Character of the inflammation* should be particularly considered before we proceed to draw blood. In the sthenic form of acute inflammations, characterized by a full and hard pulse, flushed countenance and presence of inflammatory fever, blood-letting should be resorted to, but in the asthenic acute and chronic inflammations, blood-letting, particularly general, is ill borne and is certainly injurious. (3.) *State of the patient* should materially guide the physician in resorting to this remedy. In the young, the plethoric, of sanguine temperament, of constitution not broken down by previous chronic diseases or by intemperate habits, the high fed, and the better lived, blood-letting in inflammations is certainly indicated; while on the contrary in the old, or leucophlegmatic temperament, the debilitated anæmic or cachectic, the ill fed, and the ill clothed, blood-letting is ill borne and proves dangerous in a small amount. (4.) *Stage of the inflammation* would demand our consideration before we proceed to bleed. Blood-letting, especially general, is borne only in the early or inflammatory stage, and therefore very disagreeable results may accrue if this means be had recourse to after suppuration has set in. (5.) *Complications with other diseases.* Inflammations sometimes occur in the course of organic or functional diseases, and blood-letting in some of these complications proves dangerous. Thus pneumonia or pleurisy may occur in the course of pulmonary phthisis, and blood-letting, except to a small amount by local means, is contra-indicated.

To determine the amount of blood-letting, besides the circumstances detailed above, the toleration for blood-letting in the different inflammations is to be particularly considered. Dr Marshall Hall by extensive observations has now established the fact, that there is greater toleration for blood-letting in inflammatory diseases than in health or other diseases both structural and functional, and that in some inflammations the patient bears a greater loss of blood with impunity than in others. He has drawn out a table containing the amount of toleration for blood-letting in different diseases; in this, congestion and inflammation of the brain holds the first place, and dysentery (perhaps) the last, among inflammatory diseases. By amount of toleration is meant the quantity, which being drawn, brings the patient nearly to a state of fainting. In practice bleeding should be stopped as soon as the pulse becomes low, and the patient complains of great weakness: in some cases it is pushed on to actual fainting.

5. *Symptoms of Delirium Tremens.* Sleeplessness is one of the, or perhaps *the*, most important of the symptoms of this disease. It occurs very early and in many cases is the first harbinger of approaching *horrors.* It continues during the whole course of the disease bringing on exhaustion, and its subsidence is the sure sign of approaching health *Tremor and restlessness* in some cases precede, in others follow, the last symptom. There is first some trembling of the hands chiefly observed when the patient attempts to raise something; this trembling, as the disease is well developed affects generally the whole body: the patient becomes restless and all the movements of the body want that co-ordination which indicates healthy state of the nervous system. But the restlessness is more

connected with his delirium or rather delusion than with his tremors; he cannot rest in one place, is always busy in doing something, and if put under restraint his energies are principally directed to get over it. *Delirium* of this disease is peculiar; it is a pleasant and "busy" delirium; in which the patient becomes officious to others, and seldom contemplates violence to any body. He is not altogether beyond the pale of reason and sense; he would answer some questions very rationally, but immediately he would interpolate nonsense in his replies. But the greatest peculiarity of this delirium is its connection with certain hallucinations. The patient is always troubled with the thought that some filthy animal creeps over his body, or some fiend threatens him, or some enemy is pursuing him, his old grievances become revived, he proceeds to lodge complaints against the person who is the source of such grievances, and often the physician is taken for the police magistrate. In this hospital, the patients of delirium tremens are generally sailors, and the physician has generally to hear complaints from such patients against their Captains or some drunken inmate of theirs.

Functions of the alimentary canal are generally more or less in a deranged condition in this disease: this has reference to the habits of the patient. There is total anorexia, chronic vomiting in some cases with pain in the region of the stomach and acid eructations indicate great derangement of the functions and structure of the stomach. The symptoms of dyspepsia and chronic gastritis are more marked in the early and formative stage of the disease than when it is well developed. Tongue is moist, pale, more or less coated and tremulous; thirst small or great; bowels generally costive, evacuations clayey or dark coloured, and fetid. *Pulse* soft, of moderate fulness or small, and generally quick. In the early stage, when there is some degree of febrile action, the pulse is a little fuller than in the developed stage.

Skin of body in the early stage retains some degree of its natural warmth, but in the advanced disease, it is clammy, bedewed with perspiration, of pale hue and indicative of a state of sluggish circulation.

Diagnosis. It is distinguished from Phrenitis by (1) *the presence of tremors,* (2) *character of the delirium,* which in phrenitis indicates greater violence of temper and has much of the character of delirium ferox, (3) *state of the tongue* which is moist and pale in delirium tremens, but dry and red in phrenitis, (4) *state of the skin,* which is cold, moist, clammy, and perspiring in delirium tremens, but hot and dry in phrenitis; but by far the best criterion is the (5) *character of the pulse* which is hard, full, and accelerated in phrenitis, and contrasts remarkably with the soft, small, and irritable pulse in delirium tremens.

The means of treatment suitable to the two diseases are exactly opposite. In delirium tremens the remedies most appropriate and most efficacious are preparations of opium generally with beer or brandy, or with tartar emetic; the opium and stimulant are repeated every half an hour or every hour until sleep is produced; purgatives to clear out the bowels and improve the intestinal secretions; cooling drinks and tonics to improve the functions of the stomach; and effusion of cold water to the head.

In phrenitis antiphlogistic measures are carried in their fullest extent. General and local blood-letting, exhibition of Mercury but without opium, purgatives, application of cold to the head, blisters to the nape in the advanced stage, and low diet are the means resorted to in treating phrenitis.

6 *Symptoms of hepatitis.* *Fever*, in the acute and sthenic forms is generally present; it is ushered in with chills in the very commencement of the disease, lasting during the whole course, only assuming a remittent type with nocturnal ex-acerbations in the inflammatory stage, but becoming "hectic," when suppuration occurs. In the chronic state fever is not present, and in the latent forms not only fever, but most of the other symptoms, to be presently described, are not obvious. *Pain* in the region of the liver is more or less present in the acute form. It is dull, deep seated, and perceived only on pressure when the seat of the inflammation is in the substance of the liver and its extent small; but when the inflammation reaches the peritoneal coat, or originally occurs in it the pain is acute, sharp, extending to the lower part of the thorax in case of the upper, and to the epigastric region in case of the lower surface being affected. Besides the local, sympathetic pains are sometimes felt in the right shoulder blade, over the clavicles and sometimes along the arms In chronic inflammation pain is not so often as fever. *Enlargement* of the liver is one of the constant symptoms. Its bulk may increase towards the convex surface, pushing the diaphragm upwards, but without bulging beneath the margin of the ribs; or the liver may project beneath the ribs into the abdomen, and forming a kind of tumour externally. Hepatic enlargement may be diagnosticated by means of percussion, a semicular measurement of the affected side, and by the hepatic *compression rhonchus*, produced by the encroachment of the liver, along with the diaphragm, into the cavity of the chest This ronchus is distinguished by its special character, occurring only at the end of inspiration and commencement of expiration by the large size of the crackles, and by being not superficial.

Dyspnœa is present when the convex surface is affected and the diaphragm is pushed into the chest. It is of a mechanical origin and arises from the impediment offered to the descent of the diaphragm by the enlarged liver.

Cough is not always present but occurs when the peritoneal coat of the convex surface as well as of the diaphragm is affected: it is without expectoration, unless complicated with bronchitis.

Tension of the right rectus muscle is occasionally present, but is not an invariable sign.

Vomitting occurs when the concave surface especially of the left lobe is actually inflamed. *Character of stools* some times liquid often of a dark color, fœtid, indications sometimes excessive at others defective presence, but more constantly, a vitiated state of the secretion of liver. When complicated with dysentery, the stools are dysenteric.

Jaundice is rather a rare symptom of hepatitis, especially in India. It occurs only when the inflammation extends to the gall bladder and ducts, producing occlusion of the latter, and consequent retention of bile.

Terminations of hepatitis I have time enough only to allow me to name the terminations. (1.) Resolution. (2.) Suppuration. (3) Chronic hepatitis. (4) Softening. (5.) and rarely Gangrene.

NILMADHUB MOOKERJEE.

Anatomy and Physiology.

Gold Medal and First Certificate,

MOHESH CHUNDER GHOSE.

CERTIFICATES OF HONOR.

1st, Sitanath Ghose. | 2nd, Roma Churn Bose.

Descriptive Anatomy.

Honors withheld—no answers being deemed worthy of them.

Goodeve Medal,

JUGGOBUNDO BOSE.

Chemistry.

Gold Medal and First Certificate of Honor,

R. W. HARRISON.

CERTIFICATES OF HONOR.

2nd, Mohesh Chunder Ghose.
3rd, Meer Ushruff Ali.
4th, W. Barry.
5th, Kanylall Dey.
6th, E. Pearsall.
7th, Mokund Lall.

Botany.

Gold Medal and First Certificate of Honor,

MOHESH CHUNDER GHOSE.

CERTIFICATES OF HONOR.

2nd, Alfred Eteson.
3rd, Simon Peter Saringhy.
4th, Juggobundo Bose.
5th, Sitanath Ghose.

Materia Medica.

Gold Medal and First Certificate of Honor,

R. W. HARRISON.

CERTIFICATES OF HONOR.

2nd, W. E. Pearsall, Mohesh Chunder Ghose, James Greene, } Equal.
3rd, W. Barry.
4th, Dunree Tewaree.

Practice of Physic.

Gold Medal and First Certificate of Honor,

NILMADHUB MOOKERJEE.

CERTIFICATES OF HONOR.

Doorgados Kur. | C. L. Fox.

F. H. A. Leach.

Clinical Prize.

NILMADHUB MOOKERJEE.

Surgery.

Gold Medal and First Certificate of Honor,

JAMES GREENE.

CERTIFICATES OF HONOR.

2nd, Dhurmodoss Mookerjee. | 3rd, J. A. Foy.

4th, Nilmadhub Sen.

Dresser's Prize,

GEO. DALY.

Midwifery.

Gold Medal and First Certificate of Honor,

NILMADHUB MOOKERJEE.

CERTIFICATES OF HONOR.

2nd, Mrittonjoy Bose. | 3rd, Chundernath Biswas.

4th, Nilmadhub Sen.
Juggernath Sen.
James A. Foy.
} Equal.

Goodeve Scholarship,

MRITTONJOY BOSE.

Medical Jurisprudence.

Gold Medal and First Certificate,

J. A. FOY.

CERTIFICATES OF HONOR.

2nd, Mrittonjoy Bose.
Nilmadhub Mookerjee.
} Equal.

3rd, Radhapersaud Set.
Unnodopersad Nag.
} Equal.

4th, Nilmadhub Sen.

MILITARY CLASS.

Gold Medal for General Proficiency,

SHAIKH HYATH BUKSH.

Silver Medal for General Proficiency,

MEER AHMUD ALI.

Silver Medal for Anatomy,

SHAIKH ALI MAHOMED.

Prizes of Books.

Jumal Khan. | Shaikh Meajan.

Statistical information relative to the

INSTITUTION.	Year	Pupils. Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Calcutta Mudrissa,... ...	1807,	.....	.....	.....	.....	.....
	1808,	.....	.....	.....	.....	.....
	1809,	.....	.....	.....	.....	.....
	1810,	.....	.....	.....	.....	.....
	1811,	.....	.....	.....	.....	.....
	1812,	.....	.....	.....	.....	.....
	1813,	.....	.....	.. ...	.....	.....
	1814,	.....	.....	.....	.....	.....
	1815,	.....	.....	.....	.....	.....
	1816,	.....	.....	.....	.....	.....
	1817,	.....	.....	.....	.....	.....
	1818,	.....	.....	.....	.....	.....
	1819,	.....	.....	81	.....	81
	1820,	.....	.....	84	.....	84
	1821,	.....	.....	85	.....	85
	1822,	.....	.....	80	.....	80
	1823,	.....	.....	84	.....	84
	1824,	.....	.....	84	.....	84
	1825,	.....	.....	96	.....	96
	1826,	.....	.....	94	.....	94
	1827,	.. ...	.....	88	.....	88
	1828,	.....	.....	83	.....	83
	1829,	.....	.....	173	.....	173
	1830,	.....	.....	158	.....	158
	1831,	.....	.....	174	.....	174
	1832,	.....	.....	172	.....	172
	1833,	.....	.....	135	.....	135
	1834,	.....	.....	119	... ..	119
	1835,	.....	.....	118	.....	118
	1836,	.....	.....	229	.....	229
	1837,	.....	.....	285	.....	285
	1838,	.....	.....	309	.....	309
	1839,	.....	.....	243	.....	243
	1840,	.....	.....	273	.....	273
	1841,	.....	.....	253	.....	253
	1842,	.....	.....	214	.....	214
	1843,	.....	.....	242	.....	242
	1844,	.....	.....	219	.....	219
	1845,	.....	.....	177	.....	177
	1846,	.. ...	.....	211	.....	211

dix C.

GOVERNMENT COLLEGES *and* SCHOOLS.

EXPENDITURE.									SCHOLARSHIPS.	
Establishment.			Contingencies.			Total.			Schooling Fees.	Average Annual cost of educating each Pupil borne on the Rolls.	Senior.	Junior.
20366	14	8	567	15	6	20934	14	2	.....	.....	...	...
22596	6	3	521	10	0	23118	0	3	.....	.....	...	...
20052	5	9	359	14	0	20412	3	9	.....	.....	...	...
21978	1	0	833	13	0	22811	14	0	.....	.....	...	...
23524	3	11	403	4	0	23927	7	11	.....	.....	...	...
21528	8	3	301	12	0	21830	4	3	.....	.....	...	...
.....	...	...	.....	..	...	.....	..	...	.....	.....	...	...
.....	..	...	.....	...	...	.....	..	...	.....	.....	...	...
.....	...	...	.....	...	...	.....	..	...	.....	.....	...	...
.....	..	...	.....	...	...	.....	...	...	.....	.....	...	...
.....	...	...	.....	...	...	.....		...	.....	.....	...	...
.....	...	...	.....	...	...	.....	...	...	.....	.....	...	...
.....	..	...	.....	...	...	.....	...	...	.....	.....	...	...
22548	14	7	2951	11	9	25500	10	4	.....	303 9	1	...	...
22562	12	0	458	0	6	23020	12	6	.....	270 13	2	...	...
21067	14	2	706	9	9	21774	7	11	.....	272 2	9	...	...
22920	10	3	814	4	11	23734	15	2	.....	282 8	9	...	...
30352	0	2	2598	2	6	32950	2	8	.....	392 4	2	...	...
25974	15	6	1380	1	6	27355	1	0	.....	284 15	2	...	...
26051	12	8	1801	12	0	27853	8	8	.....	296 4	11	...	...
27508	6	9	6371	12	9	33880	3	6	.....	385 0	0	...	...
28576	10	11	1107	15	0	29684	9	11	.....	357 10	2	...	...
29069	2	9	3506	13	7	32576	0	4	.....	188 4	9	...	...
26831	1	6	2475	14	9	29307	0	3	.....	185 7	2	...	...
26057	0	4	2385	15	3	28442	15	7	.....	163 7	4	...	...
26349	13	2	1881	0	4	28230	13	6	.....	164 2	0	...	...
28020	1	6	2216	2	0	30236	3	6	.....	223 15	6	...	...
29321	12	2	893	10	9	30215	6	11	.....	253 14	6	...	...
28238	3	8	999	7	2	29237	10	10	.....	247 12	4	...	...
30580	9	7	1337	1	5	31917	11	0	.....	139 6	0	...	...
29799	3	1	4455	15	8	34255	2	9	.....	120 3	1	...	...
29097	8	4	1297	12	9	30395	5	1	15 0 0	98 5	10	...	...
27206	5	5	1135	11	8	28342	1	1	61 0 0	117 1	10	...	...
26075	3	7	1903	1	5	27978	5	0	.....	102 7	9	...	...
29315	0	0	1815	6	6	31130	6	6	.....	123 0	8	...	...
29544	9	4	1137	14	10	30682	8	2	.....	143 6	0	7	3
29167	5	1	748	1	10	29915	6	11	.....	123 9	11	10	18
26433	2	8	911	16	6	27345	2	2	106 0 0	124 13	4	0	18
26136	6	9	830	14	0	26967	4	9	358 0 0	152 5	8	12	19
22213	15	9	831	14	0	23045	13	9	410 0 0	109 3	6	13	18

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Calcutta Mudrissa,... ...	1847,	.....	.....	169	.....	169
	1848,	.....	.....	292	.....	292
	1849,	.....	.....	240	.....	240
	1850,	.....	.....	227	.....	227
	1851,	.....	.....	289	.....	289
Hindu College, ...	1816,	.....	40	.....	.....	40
	1817,	.....	60	.....	.....	60
	1818,	.....	60	.....	.....	60
	1819,	.....	40	.....	.....	40
	1820,	.....	100	.....	.....	100
	1821,	.....	100	.....	.....	100
	1822,	.....	150	.....	.....	150
	1823,	.....	250	.....	.....	250
	1824,	.....	250	.....	.....	250
	1825,	.....	250	.....	.....	250
	1826,	.....	252	.....	.....	252
	1827,	.....	322	.....	.....	322
	1828,	.....	382	.....	.....	382
	1829,	.....	396	.....	.....	396
	1830,	.....	380	.....	.....	380
	1831,	.....	355	.....	.....	355
	1832,	.....	333	.....	.....	333
	1833,	.....	318	.....	.....	318
	1834,	.....	332	.....	.....	332
	1835,	.....	329	.....	.....	329
	1836,	.....	377	.....	.....	377
	1837,	.....	399	.....	.....	399
	1838,	.....	419	.....	.....	419
	1839,	.....	450	.....	.....	450
	1840,	.....	506	.....	.....	506
	1841.	.....	515	.....	.....	515
	1842,	.....	532	.....	.....	532
	1843,	.....	499	.....	.....	499
	1844,	.....	499	.....	.....	499
	1845,	.....	506	.....	.....	506
	1846,	.....	513	.....	.....	513
	1847,	.....	536	.....	.....	536
	1848,	.....	532	.....	.....	532
	1849,	.....	518	.....	.....	518
	1850,	.....	488	.....	.....	488
	1851,	.....	471	.....	.....	471

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.									Senior.	Junior.
23180	10	8	738	8	5	23919	3	1	552	0	0	141	6	4	12	16
24506	4	8	933	14	9	25440	3	5	764	0	0	109	10	6	12	16
24106	5	10	1050	15	0	25157	4	10	643	0	0	104	13	1	12	16
23087	5	3	1324	4	6	24411	9	9	481	0	0	107	8	7	12	16
23081	11	4	865	15	10	23947	11	2	552	8	0	82	13	9	12	16
..	...	...	.....	...	...	.....	...	...	.....	...		.....	...	...	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	.	.....	...	...	...	...
.....	...	..	.....	...	...	.....	...	...	.....	.	...	.....	...	...	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	..	.....	...	...	...	...
.....	..	...	.....	..	...	.....	...	...	.....	...	...	.....	...	...	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	.	.....	...	...	...	...
.....	...	...	.....	...	..	.....	...	...	.....	...	...	.....	...	...	...	...
.....	.	...	.....	...	...	.....	...	...	.....	...	...	.....	...	..	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	.	.....	...	..	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	...	...
15020	0	0	3332	0	0	18352	0	0	9799	0	0	6	1	1	...	...
22207	0	0	3521	0	0	25728	0	0	14093	0	0	6	10	6	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	...	...	...	...
25852	0	0	3218	0	0	29070	0	0	20484	0	0	6	0	0	...	...
25010	0	0	3625	0	0	28635	0	0	18267	0	0	6	4	5	...	...
23406	0	0	1188	0	0	24594	0	0	19487	0	0	5	13	0	...	...
22440	0	0	1809	0	0	24249	0	0	16488	0	0	6	1	1	...	...
32202	0	0	4602	0	0	36804	0	0	13269	0	0	9	10	4	...	...
39904	0	0	2894	0	0	42798	0	0	12823	0	0	10	11	10	...	...
31066	0	0	2474	0	0	33540	0	0	15097	0	0	8	12	0	...	...
40290	0	0	2936	0	0	43226	0	0	19023	0	0	9	8	11	...	...
40986	0	0	2787	0	0	43773	0	0	21824	0	0	9	2	3	...	...
43334	0	0	3955	0	0	47289	0	0	21560	0	0	9	6	5	...	...
43605	0	0	12732	0	0	56337	0	0	25680	0	0	10	7	0	...	...
49307	0	0	2738	0	0	52045	0	0	26759	0	0	8	9	1	...	...
48026	0	0	5826	0	0	53852	0	0	34369	0	0	8	11	3	...	...
52387	0	0	4769	0	0	57156	0	0	32593	0	0	8	15	2	14	7
53339	0	0	3842	0	0	57181	0	0	29629	0	0	9	8	9	14	7
53613	0	0	2753	0	0	56366	0	0	29334	0	0	9	3	11	14	7
54072	0	0	2875	0	0	56947	0	0	30320	0	0	9	6	0	14	10
52793	0	0	2913	0	0	55706	0	0	33890	0	0	9	1	0	13	18
60133	0	0	3635	0	0	63768	0	0	33571	0	0	9	6	2	19	21
57689	0	0	9141	0	0	66830	0	0	32184	0	0	10	7	5	21	22
58071	0	0	7789	0	0	68860	0	0	30675	0	0	10	9	0	20	32
57855	0	0	3967	0	0	61822	0	0	28662	0	0	10	9	0	19	23
55771	0	0	2626	0	0	58397	0	0	27316	0	0	10	5	3	15	30

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Hindu College, Pautshala,	1840,	.....	460	.....	.....	460
	1841,	.....	414	.....	.....	414
	1842,	.....	289	.....	.....	289
	1843,	.....	154	.....	.....	154
	1844,	.....	170	.....	.....	170
	1845,	.....	162	.....	.....	162
	1846,	.....	197	.....	.....	197
	1847,	.....	210	.....	.....	210
	1848,	.....	206	.....	.....	206
	1849,	.....	210	.....	.....	210
	1850,	.....	208	.....	.....	208
	1851,	.....	203	.....	.....	203
Hindu College, Branch School, ...	1842,	.....	487	.....	.....	487
	1843,	.....	465	.....	.....	465
	1844,	.....	456	.....	.....	456
	1845,	.....	495	.....	.....	495
	1846,	.....	487	.....	.....	487
	1847,	.....	455	.....	.....	455
	1848,	.....	467	.....	.....	467
	1849,	.....	460	.....	.....	460
	1850,	.....	440	.....	.....	440
	1851,	.....	455	.....	.....	455
Sanscrit College, ...	1823,	.....	.....	.....	.....	.....
	1824,	.....	115	.....	.....	115
	1825,	.....	104	.....	.....	104
	1826,	.....	142	.....	.....	142
	1827,	.....	172	.....	.....	172
	1828,	.....	186	.....	.....	186
	1829,	.....	142	.....	.....	142
	1830,	.....	156	.....	.....	156
	1831,	.....	148	.....	.....	148
	1832,	.....	185	.....	.....	185
	1833,	.....	190	.....	.....	190
	1834,	.....	181	.....	.....	181
	1835,	.....	135	.....	.....	135
	1836,	.....	121	.....	.....	121
	1837,	.....	120	.....	.....	120
	1838,	.....	140	.....	.....	140
	1839,	.....	111	.....	.....	111
	1840,	.....	117	.....	.....	117
	1841,	.....	126	.....	.....	126

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.									Senior.	Junior.
1084	0	0	300	0	0	1384	0	0	870	0	0	0	4	0	...	...
3272	0	0	437	0	0	3709	0	0	1481	0	0	0	11	9	...	...
2649	0	0	290	0	0	2939	0	0	1091	0	0	0	13	6	..	...
2449	0	0	271	0	0	2720	0	0	771	0	0	1	7	6	...	...
2012	0	0	225	0	0	2237	0	0	818	0	0	1	1	6	...	...
2020	0	0	274	0	0	2294	0	0	1252	0	0	1	2	10	...	...
1919	0	0	200	0	0	2119	0	0	1019	0	0	0	14	4	...	..
1902	0	0	257	0	0	2159	0	0	1037	0	0	0	13	8	...	...
1898	0	0	161	0	0	2059	0	0	1175	0	0	0	13	3	...	...
1913	0	0	160	0	0	2073	0	0	1136	0	0	0	13	1	...	...
1934	0	0	127	0	0	2061	0	0	1251	0	0	0	13	2	...	...
1944	0	0	134	0	0	2078	0	0	1304	0	0	0	13	7	...	...
2438	0	0	2080	0	0	4518	0	0	216	0	0	0	12	4	...	...
4357	0	0	2861	0	0	7218	0	0	1274	0	0	1	4	8	...	...
4430	0	0	2836	0	0	7266	0	0	2229	0	0	1	5	2	...	...
4594	0	0	3067	0	0	7661	0	0	3030	0	0	1	3	6	...	...
4227	0	0	3090	0	0	7317	0	0	4514	0	0	1	4	0	...	...
4930	0	0	2495	0	0	7425	0	0	4774	0	0	1	5	9	...	...
10044	0	0	3267	0	0	13311	0	0	6854	0	0	2	6	0	...	...
10089	0	0	1213	0	0	11302	0	0	8270	0	0	2	0	9	...	4
10447	0	0	970	0	0	11417	0	0	9546	0	0	2	5	7	...	3
9533	0	0	1527	0	0	11060	0	0	10143	0	0	2	0	4	...	7
159	0	0	72	12	0	231	12	0	.....	...	...	.....	..	..	...	...
16848	14	0	3831	8	10	20680	6	10	.....	...	...	179	13	3	...	...
19407	0	10	1765	8	1	21172	8	11	.....	...	..	203	9	3	...	...
20691	7	8	6640	6	1	27331	13	9	.....	...	...	192	7	7	...	...
23798	11	3	1520	13	7	25319	8	10	.....	...	...	142	3	2	...	...
24067	15	10	4633	4	11	28701	4	9	.....	...	...	154	4	11	...	...
22805	14	9	3998	8	8	26804	7	5	.....	...	...	188	12	2	...	...
22790	10	11	2598	0	0	25388	10	11	.....	...	...	162	11	11	...	...
23571	7	11	1874	2	6	25445	10	5	.....	...	...	171	14	10	...	...
23095	9	2	774	7	6	23870	0	8	.....	...	...	129	0	5	...	...
24398	9	2	1046	6	8	25444	15	10	.....	...	...	133	14	8	...	...
24957	11	10	1742	12	1	26700	7	11	.....	...	...	147	8	3	...	...
21223	5	5	611	5	0	21834	10	5	.....	...	..	161	11	9	...	...
14915	14	9	977	15	6	15893	14	2	.....	...	...	131	5	6	...	...
14603	15	6	948	3	9	15552	3	3	.....	...	...	129	9	7	...	...
14292	10	4	823	2	6	15115	12	10	.....	...	...	107	15	6	...	...
15133	13	11	1992	0	0	17125	12	11	.....	..	...	154	4	7	...	...
14236	4	7	2040	11	6	16277	0	1	.....	...	...	139	1	10	...	...
15477	9	6	1677	3	11	17154	13	5	.....	...	...	136	2	4	...	...

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Sanscrit College, ...	1842,	.....	164	.....	.....	164
	1843,	.. ...	140	.....	.....	140
	1844,	.....	182	.....	.....	182
	1845,	.....	188	.....	.....	188
	1846,	.....	262	.....	.....	262
	1847,	.....	226	.....	.....	226
	1848,	.....	273	.....	.....	273
	1849,	.....	268	.....	.....	268
	1850,	.....	281	.....	.....	281
	1851,	.....	299	.....	.....	299
Medical College, ...	1835,	11	56	.....	.....	67
	1836,	22	44	.....	.....	66
	1837,	17	60	.....	.....	77
	1838,	16	59	.....	.....	75
	1839,	23	57	42	.....	122
	1840,	26	63	50	.....	139
	1841,	25	71	55	.....	151
	1842,	28	77	49	.....	154
	1843,	21	56	65	.....	142
	1844,	23	65	59	.....	147
	1845,	23	79	91	.....	193
	1846,	20	64	100	.....	184
	1847,	33	49	97	.....	179
	1848,	34	68	93	.....	195
	1849,	31	76	78	.....	185
	1850,	30	97	92	.....	219
	1851,	44	92	92	.....	228
Hooghly College, ...	1836,	27	1102	123	.....	1252
	1837,	34	1068	169	.....	1271
	1838,	22	751	251	.....	1024
	1839,	26	651	238	.....	915
	1840,	17	651	273	.....	941
	1841,	14	681	288	.....	983
	1842,	16	621	327	.....	964
	1843,	12	574	373	.....	959
	1844,	10	618	263	.....	891
	1845,	8	584	248	.....	840
	1846,	18	587	204	.....	809
	1847,	8	507	201	.....	716
	1848,	12	477	208	.....	697
	1849,	14	448	201	.....	663

Expenditure.										Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.										Senior.	Junior.
14825	9	3	823	0	0	15648	9	3					96	6	8	5	12
17047	8	5	986	0	8	18033	9	1					128	12	11	10	15
16482	11	8	1015	15	3	17498	10	11					96	2	4	9	15
16527	15	1	833	14	5	17361	13	6					92	5	7	12	16
16260	15	5	1134	6	10	17395	6	3					66	6	3	12	16
17515	11	4	2935	10	3	20461	5	7					90	7	10	12	16
18105	1	0	3534	8	7	21639	9	7					79	4	3	12	16
18066	0	4	910	5	6	18976	5	10					70	12	11	12	16
18131	13	4	1161	5	2	19293	2	6					68	10	6	12	16
18105	8	8	571	1	9	18676	10	5					62	7	5	12	16
24237	7	6	6799	7	4	31036	14	10					463	3	9	...	...
36755	9	2	6337	3	5	43092	12	7					652	14	8	...	...
38851	13	8	7222	2	2	46073	15	10					598	5	9	...	...
38299	13	7	4217	10	0	42517	7	7					566	14	4	..	...
44940	15	0	7041	8	4	51982	7	4					426	1	4	...	...
46884	7	0	8807	6	8	55691	13	8					400	10	6	...	...
58531	12	5	10976	4	3	69508	0	8					460	5	1	...	...
61208	10	8	3452	12	3	64661	6	11					419	14	0	...	...
60227	7	8	4706	14	3	64934	5	11					457	4	7	..	...
59536	7	6	5007	9	0	64544	0	6					439	12	1	...	...
61962	11	9	5701	1	0	67663	12	9					350	9	5	...	...
62642	15	2	6088	5	9	68731	4	11					371	5	10	...	...
64638	7	5	5994	15	7	70633	7	0					432	10	0	...	...
74466	5	9	5993	1	4	80459	7	1					412	6	7	...	...
73341	7	5	5978	2	10	79319	10	3					428	6	8	...	...
66383	13	0	5977	2	9	72360	15	9					330	6	7	...	...
74369	7	2	7469	5	0	81838	12	2					358	15	0¾	...	...
5299	2	4	15633	15	1	20933	1	5					29	0	6	...	...
47757	0	6	10027	11	2	57784	11	8					11	0	4	...	...
51282	5	1	12941	14	7	64224	3	8					11	4	9	...	...
48749	10	0	27545	2	7	76294	12	7	782	10	0		14	10	9	...	...
46346	2	1	35673	15	3	82020	1	4	2493	14	3		15	12	8	...	...
53240	9	1	3852	10	3	57093	3	4	3135	4	0		9	14	5	...	...
61220	13	4	2519	15	1	63740	12	5	3420	8	0		11	7	2	9	12
61698	1	0	2629	9	5	64327	10	5	4085	8	0		11	11	5	17	16
60789	2	4½	3119	15	9	63909	2	1½	3917	4	0		12	5	3	18	22
61504	2	1½	1789	6	9	63293	8	10½	4225	12	0		14	10	1	18	22
60537	2	6¾	1243	11	5	61780	13	11¼	4870	4	0		15	5	2	19	17
60977	14	6¼	1903	15	3	62881	13	9¼	6275	12	0		16	13	6	21	16
59379	1	8	2417	15	0	61797	0	8	6031	0	0		17	1	3	22	29
60004	12	10¾	2189	14	0	62194	10	10¾	6529	12	0		17	3	7	23	23

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Hooghly College, ...	1850,	4	420	165	.....	589
	1851,	2	407	151	.....	560
Hooghly, Branch School,	1838,	.....	170	.....	.....	170
	1839,	.....	299	60	.....	359
	1840,	.....	300	62	.....	362
	1841,	1	297	64	.....	362
	1842,	2	297	69	.....	368
	1843,	5	246	55	.....	306
	1844,	4	250	54	.....	308
	1845,	4	251	45	.....	300
	1846,	3	250	39	.....	292
	1847,	2	254	26	.....	282
	1848,	2	225	35	.....	262
	1849,	3	204	43	.....	250
	1850,	2	189	43	.....	234
	1851,	2	169	49	.....	220
Dacca School, ...	1835, 1836,	6	128	10	.....	144
	1837,	7	127	3	.....	137
	1838,	12	277	25	.....	314
	1839,	32	274	34	.....	340
	1840,	14	188	11	.....	213
	1841,	19	197	13	.....	229
	1842,	24	277	41	.....	342
Dacca College, ...	1843,	16	330	32	.....	378
	1844,	11	280	17	.....	308
	1845,	21	332	22	.....	375
	1846,	20	244	15	.....	279
	1847,	19	235	16	.....	270
	1848,	35	241	13	.....	289
	1849,	40	266	19	.....	325
	1850,	46	279	15	.....	340
	1851,	31	323	29	.....	383
Kishnaghur College, ...	1846,	27	233	9	.....	269
	1847,	4	252	2	.....	258
	1848,	2	238	2	.....	242
	1849,	2	227	2	.....	231
	1850,	1	198	5	.....	204
	1851,	1	205	7	.....	213

Expenditure.										Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.										Senior.	Junior.
60480	11	9	2261	11	1	62742	6	10		6881	4	0	19	1	11	22	28
60145	4	10	2235	4	[illegible]	62380	9	1		6995	4	0	21	13	6	22	27
2657	14	10	710	4	5	3368	3	3		.....	..	...	3	1	8	...	...
4287	7	8	250	4	5	4537	12	1		147	0	0	2	9	0	...	...
4634	0	9	1531	14	5	6165	15	2		801	8	0	3	1	5	...	...
5420	12	0	309	7	4	5730	3	4		1049	8	0	2	5	6	...	...
6648	0	0	581	2	6	7229	2	6		1088	0	0	2	15	4	...	1
6648	0	0	660	10	0	7308	10	0		1009	0	0	3	4	3	...	1
6579	4	3	678	3	9	7257	8	0		1116	0	0	3	8	11	...	1
6647	15	11¾	403	4	0	7051	3	11¾		1244	0	0	3	6	1	...	1
6577	5	8	256	10	9	6834	0	5		1505	0	0	3	6	10	...	1
6746	13	10½	639	4	9	7386	2	7½		2054	0	0	4	4	4	...	1
6948	0	0	436	0	2	7384	0	2		2241	4	0	4	2	4	...	...
6950	9	3¼	236	9	0	7187	2	3¼		2255	4	0	3	10	7	...	...
6948	0	0	277	5	7	7225	5	7		2401	0	0	3	10	11	...	4
6948	0	0	250	9	0	7198	9	0		2362	8	0	3	8	7	...	1
4673	10	4	1208	9	0	5882	3	4		.....	...	...	40	13	6	...	...
5084	1	8	1304	6	0	6388	7	8		.....	...	..	46	10	1	...	...
6291	1	0	1271	5	0	7562	6	0		301	4	0	23	1	8	...	...
7887	7	6	1191	4	0	9078	11	6		361	12	0	25	10	2	...	...
7662	0	0	1285	9	3	8947	9	3		23	8	0	41	14	4	...	...
8116	10	8	1479	12	11	9596	7	7		.....	...	...	41	14	9	...	...
12428	15	8	1720	10	5	14149	10	1		.....	...	.	41	5	11	...	3
15327	7	4	1986	8	0	17313	15	4		.....	.	...	45	12	10	...	6
18535	15	8	1962	0	0	20497	15	8		150	0	0	66	1	0	4	9
23177	8	6½	1326	14	0	24504	6	6½		1269	10	0	61	15	0	6	7
24561	9	8¾	987	14	11	25549	8	7¾		2759	3	0	81	10	11	6	12
26397	10	7	241	9	6	26639	4	1		2898	0	0	87	14	10	3	19
32374	5	2	584	9	4	32958	14	6		3224	8	0	102	14	2	6	22
32066	4	10	490	5	0	32556	9	10		3807	0	0	88	7	4	3	24
33012	4	7	358	14	9	33371	3	4		4352	2	0	85	5	7	8	20
32676	5	4	428	4	9	33104	10	1		4582	4	0	74	7	6	8	18
12069	4	3	2126	12	2	15096	0	5		4654	10	0	55	13	10½	...	5
23089	8	5	2441	11	11	25531	4	4		6120	10	6	98	8	2¼	...	8
26224	10	0	2086	10	4	28311	4	4		5919	11	0	110	14	0½	4	9
30281	9	10	1964	8	6	32246	2	4		6055	1	0	133	0	3½	4	13
32003	6	2	2009	8	0	34012	14	2		5076	7	0	162	13	10¼	6	12
32676	13	2¾	1904	13	9	34581	10	11¾		5256	4	0	159	5	9½	8	10

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Patna School, ...	1835,	No return,		.....	.....	81
	1836,	15	71	16	.....	102
	1837,	13	79	10	.....	102
	1838,	17	74	13	.....	104
	1839,	8	73	23	.....	104
	1840,	11	58	32	.....	101
	1841,	17	37	20	.....	94
	1842,	18	47	14	.....	79
	1843,	15	60	19	.....	94
	1844,	24	61	20	.....	105
Patna College, ...	1845,	15	18	5	.....	38
	1846,	9	25	7	.....	41
Patna School, ...	1847,	13	41	7	.....	61
	1848,	13	48	7	.....	68
	1849,	12	34	10	.....	56
	1850,	10	32	11	.....	56
	1851,	15	26	14	.....	55
Mergui School, ...	1835,	12	.....	2	14*	28
	1836,	13	.....	8	14	35
	1837,	14	.....	9	15	38
	1838,	14	.....	11	18	43
	1839,	16	.....	10	19	46
	1840,	20	.....	13	21	54
	1841,	22	.....	14	22	58
	1842,	23	.....	16	21	60
	1843,	23	.....	18	21	62
	1844,	20	.....	3	26	49
	1845,	24	.....	4	48	76
	1846,	24	.....	8	39	71
	1847,	19	.....	0	25	44
	1848,	24	.....	16	38	78
	1849,	20	.....	19	19	67
	1850,	19	.....	21	20	60
	1851,	18	.....	19	20	47
Moulmein School, ...	1838,	30	4	.....	34†	77
	1839,	29	5	2	28	64
	1840,	25	3	8	58	94
	1841,	20	3	7	40	70
	1842,	11	3	6	51	71
	1843,	7	2	6	51	66

* Buddhists. † Burmese, Chinese, &c.

Expenditure.										Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.										Senior.	Junior.
3006	5	4	349	1	0	3355	6	4	.....	..	...		41	6	9	...	...
6442	0	7	650	6	3	7092	6	10	.....	...	...		69	8	6	...	...
5600	14	6	115	6	11	5716	5	5	.....	...	...		56	0	8	...	...
5419	2	0	106	6	0	5525	8	0	.....	...	...		53	2	0	...	...
5459	2	0	82	1	0	5541	3	0	.....	...	...		53	4	5	...	...
5539	2	0	100	2	0	5639	4	0	.....	...	...		55	13	4	...	...
7077	13	4	105	8	0	7183	5	4	.....	...	...		76	6	8	...	...
7523	2	0	200	1	9	7723	3	9	.....	...	...		97	12	2	...	1
7086	12	8	125	11	0	7212	7	8	.....	..	.		76	11	7	...	1
6779	2	0	141	5	6	6920	7	6	.....	...	...		65	14	2	...	1
13361	0	0	182	9	0	13543	9	0	.....	.	...		356	6	6	...	2
14201	1	0	181	15	6	14383	0	6	514	8	9		338	4	1	...	3
9406	12	5	145	3	6	9551	15	11	599	2	0		146	12	3	...	3
6563	9	10	159	15	6	6726	9	4	701	14	0		88	8	10	...	1
6551	0	0	35	15	3	6586	15	3	656	4	0		105	14	5	...	...
6543	4	0	29	2	0	6572	6	0	648	12	0		105	12	5	...	1
6434	5	4	28	11	6	6463	0	10	664	0	0		105	6	11	...	...
360	0	0	...	..	...	360	0	0	.....	...	...		12	13	8	...	...
360	0	0	.....	...	...	360	0	0	.....	...	...		10	4	6	...	...
360	0	0	.....	...	...	360	0	0	.....	...	...		9	7	6	...	...
360	0	0	.....	...	...	360	0	0	.....	...	..		8	5	11	...	...
360	0	0	.....	...	...	360	0	0	.....	...	...		7	6	3	...	...
360	0	0	.....	...	...	360	0	0	.....	...	.		6	10	8	...	...
600	0	0	.....	...	...	600	0	0	.....	...	...		12	1	1	...	...
600	0	0	.....	...	...	600	0	0	.....	...	..		10	0	0	...	...
600	0	0	11	13	0	611	13	0	.....	...	...		9	13	10	...	...
600	0	0	17	0	0	617	0	0	.....	.	...		12	9	5	...	...
600	0	0	26	12	0	626	12	0	.....	...	...		8	3	10	...	...
600	0	0	13	7	0	613	7	0	.....	...	...		8	10	2	...	...
700	0	0	28	13	0	728	13	0	.....	...	...		16	8	9	...	...
900	0	0	5	8	4	905	8	4	.....	...	...		11	9	9	...	...
900	0	0	7	9	4	907	9	4	.....	..	.		13	6	4	...	...
981	12	4	13	7	4	995	3	8	.....	..	.		16	9	4	...	...
1080	0	0	.....	..	...	1080	0	0	.....	.	..		22	15	8	...	...
6855	0	0	707	12	0	7562	12	0	.....	...	.		98	3	0	...	...
4185	0	0	673	15	0	4858	15	0	.....	...	...		75	14	0	..	...
4364	0	0	870	3	0	5234	3	0	.....		...		55	10	0	...	...
4696	0	0	525	0	0	5221	0	0	48	0	0		74	9	0	...	...
4717	8	0	556	2	0	5273	10	0	96	8	0		74	4	0	...	...
4770	0	0	474	0	0	5244	0	0	.....	..	..		79	7	0	...	...

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Moulmein School, ...	1844,	19	3	4	48	74
	1845,	28	5	10	65	108
	1846,	25	4	18	63	110
	1847,	24	5	10	66	105
	1848,	21	1	17	54	93
	1849,	40	1	18	85	144
	1850,	21	1	13	75	110
	1851,	13	2	21	79	115
Midnapore School,... ...	1836,	6	38	1	.....	45
	1837,	5	69	1	.....	75
	1838,	4	116	6	.....	126
	1839,	5	134	6	.....	145
	1840,	5	131	3	.....	139
	1841,	4	138	2	.....	144
	1842,	3	149	0	.....	152
	1843,	3	120	1	.....	124
	1844,	1	126	5	.....	132
	1845,	0	134	6	.....	140
	1846,	1	137	10	.....	148
	1847,	0	138	12	.....	150
	1848,	3	110	7	.....	120
	1849,	3	107	6	.....	116
	1850,	5	106	5	.....	116
	1851,	1	117	7	.....	125
Chittagong School,... ...	1836,	.....	.....	0	.....	.....
	1837,	4	45	12	.....	61
	1838,	7	117	2	.....	120
	1839,	7	161	17	1	186
	1840,	8	92	6	.....	106
	1841,	11	105	2	.....	118
	1842,	0	0	0	.....	0
	1843,	0	0	0	.....	0
	1844,	21	71	9	.....	101
	1845,	11	60	7	.....	78
	1846,	11	75	6	.....	92
	1847,	18	75	5	.....	98
	1848,	18	72	7	.....	97
	1849,	19	78	8	.....	105
	1850,	17	89	6	.....	112
	1851,	20	97	8	.....	125

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.									Senior.	Junior.
4920	0	0	242	0	0	5162	0	0	.....	..	...	69	12	0	...	...
4920	0	0	215	5	0	5135	5	0	.....	...	..	47	8	0	...	...
3332	14	0	161	8	0	3494	6	0	.....	..	..	31	12	0	...	...
4445	0	0	319	12	0	4764	12	0	.....	...	...	45	6	0	...	...
4620	0	0	299	10	0	4919	10	0	.....	..	.	52	14	0	...	...
4620	0	0	302	22	0	4922	12	0	.....	..	..	34	2	0	...	...
4580	0	0	182	5	0	4764	5	0	.....	..	.	43	4	0	...	...
4620	0	0	45	10	0	4665	10	0	.....	...	...	40	9	0	...	...
108	0	0	6	0	0	114	0	0	45	0	0	2	8	6	...	...
1426	4	0	72	0	0	1498	4	0	115	0	0	19	15	7	...	...
2276	0	0	104	0	0	2380	0	0	5	0	0	18	14	2	...	...
3281	0	0	120	0	0	3401	0	0	290	0	0	23	7	3	...	...
3516	0	0	590	0	0	4106	0	0	337	0	0	29	8	7	...	..
4632	0	0	720	0	0	5352	0	0	340	4	0	37	2	8	...	1
5042	0	0	320	0	0	5362	0	0	372	0	0	35	4	6	...	1
5052	0	0	120	0	0	5172	0	0	200	12	0	41	11	4	...	1
5052	0	0	120	0	0	5172	0	0	389	4	0	39	2	10	...	1
5052	0	0	42	8	0	5094	8	0	446	14	0	36	6	2	...	3
5032	10	4	73	15	0	5106	9	4	725	14	9	34	8	0	...	3
5307	9	11	74	14	6	5382	8	5	960	9	6	35	14	1	...	2
6252	0	0	63	6	3	6315	6	3	1072	1	0	52	10	0	..	1
6202	7	4	23	8	2	6225	15	6	1095	6	3	53	10	9	...	...
6057	2	7	32	11	5	6089	14	0	1122	3	0	52	8	10	...	...
4277	8	11	31	0	6	4308	9	5	1230	0	0	34	7	6	...	2
95	2	8	29	3	0	124	5	8	.. ...	...	..	...	...	.....	...	...
1806	3	2	412	3	0	2218	6	2	.....	...	.	29	9	9 5/11	...	...
5353	11	0	1252	7	9	6606	2	9	.... .	...	...	44	9	9	...	...
6136	1	2	369	11	6	6505	12	8	.....	...	...	32	15	0	...	...
5671	13	8	191	0	0	5862	13	8	297	0	0	53	8	1	...	...
5452	6	0	360	7	0	5812	13	0	318	8	0	46	3	3	...	...
3433	10	8	508	6	0	3942	0	8	75	4	0	...	..	.....	...	...
5422	0	0	392	9	0	5814	9	0	343	12	0	...	...	...	...	2
5224	12	0	338	2	3	5562	14	3	181	4	0	51	11	8	...	...
5052	3	3	105	1	9	5157	5	0	210	12	0	64	12	4	...	...
4385	4	0	60	7	2	4445	11	2	188	4	0	47	10	7	...	4
4794	9	6	6	3	0	4800	12	6	328	0	0	48	14	9	...	2
5082	7	2	76	8	10	5159	0	0	333	0	0	52	6	4	...	2
5139	2	3	32	1	5	5171	3	8	388	0	0	48	15	1	...	2
4995	7	0	100	3	11	5095	10	11	445	8	0	44	9	7	...	...
4989	8	3	11	8	0	5001	0	3	386	8	0	39	14	7	...	...

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Baulean School, ...	1836,	3	78	2	.....	83
	1837,	3	78	1	.....	82
	1838,	4	96	2	.....	108
	1839,	5	180	3	.....	188
	1840,	5	149	4	.....	153
	1841,	4	126	2	.....	134
	1842,	6	110	4	.....	120
	1843,	5	100	4	.....	109
	1844,	4	116	4	.....	124
	1845,	6	128	4	.....	138
	1846,	5	115	2	.....	122
	1847,	5	106	4	.....	115
	1848,	5	86	3	.....	94
	1849,	3	78	2	.....	83
	1850,	6	70	2	.....	78
	1851,	3	90	0	.....	93
Commillah School,... ...	1837,	1	35	.....	.....	36
	1838,	1	56	2	.....	59
	1839,	1	70	5	.....	76
	1840,	6	80	4	.....	90
	1841,	1	72	8	.....	81
	1842,	1	84	5	.....	90
	1843,	4	99	15	.....	118
	1844,	3	92	7	.....	102
	1845,	4	99	16	1	120
	1846,	3	92	12	1	108
	1847,	2	94	12	1	109
	1848,	4	73	4	.....	81
	1849,	3	65	2	.....	70
	1850,	3	67	4	.....	74
	1851,	4	81	6	.....	91
Jessore School, ...	1838,	.....	114	18	.....	132
	1839,	.....	229	18	.....	247
	1840,	.....	238	19	.....	257
	1841,	.....	182	19	.....	201
	1842,	.....	155	17	.....	172
	1843,	.....	114	15	.....	129
	1844,	.....	108	10	.....	118
	1845,	.....	97	6	.....	103
	1846,	.....	64	5	.....	69
	1847,	.....	74	4	.....	78

Expenditure.																Scholarships.	
Establishment.			Contingencies.			Total.			Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.				Senior.	Junior.
1162	0	0	.....	.....		1162	0	0	.....	...	..	15	0	0		...	...
1992	0	0	.....	. ...		1992	0	0	.....	...	...	23	0	0		...	...
2790	0	0	.....	.....		2790	0	0	.....	.	...	25	0	0		...	...
3434	0	0	.....	.....		3434	0	0	.....	...	...	16	0	0		...	...
3262	0	0	.....	.....		3262	0	0	.....	...	...	21	0	0		...	...
2952	0	0	.....	.....		2952	0	0	.....	...	..	22	0	0		...	...
3428	0	0	.....	.....		3428	0	0	.....	..	...	28	0	0		...	...
3366	0	0	.....	.....		3366	0	0	.....	..	...	40	0	0		...	...
3464	0	0	.....	.....		3464	0	0	.....	..	...	48	0	0		..	1
4363	0	0	.....	.....		4363	0	0	274	8	0	31	0	0		...	1
4453	0	0	.....	.....		4453	0	0	859	8	0	36	0	0		...	3
4742	0	0	.....	.....		4742	0	0	983	0	0	38	0	0		...	2
4715	0	0	.....	.....		4715	0	0	874	0	0	50	0	0		...	...
5077	0	0	.....	..		5077	0	0	707	0	0	61	0	0		...	...
5247	0	0	.....	.....		5247	0	0	370	0	0	61	0	0		...	...
4966	0	0	.....	.....		4966	0	0	897	0	0	53	0	0		...	...
180	0	0	.....	... .		180	0	0	.....	...	...	5	0	0		...	...
3166	10	8	25	0	0	3191	10	8	.....	...	...	54	1	6		...	...
3847	0	0	.....	.....		3847	0	0	555	8	0	43	4	11		...	...
3900	0	0	.....	.....		3900	0	0	1013	4	0	32	1	2		...	...
3900	0	0	.....	.....		3900	0	0	895	8	0	37	1	5		...	1
3900	0	0	.....	.....		3900	0	0	748	0	0	35	0			...	2
3900	0	0	.....	.....		3900	0	0	948	0	0	25	0	3		...	1
4008	0	0	.....	.....		4008	0	0	934	0	0	30	2	2		...	3
4080	0	0	66	0	0	4146	0	0	885	0	0	27	2	9		...	0
4348	0	0	78	12	0	4426	12	0	902	8	0	32	10	1		...	2
4500	0	0	87	8	0	4587	8	0	664	0	0	35	15	11		...	3
4534	0	0	84	13	7	4618	13	7	606	8	0	49	8	6		...	1
4171	9	9	246	15	8	4418	9	5	497	0	0	56	0	5		...	...
3420	0	0	54	14	0	3474	14	0	591	0	0	38	15	6		...	...
3420	0	0	4	10	0	3424	10	0	588	0	0	31	2	8		...	9, five free.
946	9	11	0	0	0	946	9	11	.....	...	...	7	2	6		...	...
2910	0	0	0	0	0	2910	0	0	.....	...		11	12	0		...	...
3011	0	0	1	0	0	3012	0	0	.....	...	...	11	11	0		...	...
3422	0	0	18	11	6	3440	11	6	.....	...	...	17	0	0		...	...
4119	2	8	66	0	3	4185	2	11	.....	...	..	23	15	0		..	1
4160	0	0	46	4	9	4206	4	9	.....	...	...	32	3	0		...	2
4020	0	0	92	11	0	4112	11	0	.....	...	...	34	4	0		...	2
4123	11	8	81	9	9	4205	5	5	.....	...	.	40	0	0		...	2
3033	10	3	161	6	9	4095	1	0	198	0	0	56	0	0		...	2
3911	13	4	95	0	9	4006	14	1	311	0	0	50	0	0		...	5

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Jessore School, ...	1848,	.....	98	4	.....	102
	1849,	.....	105	4	.....	109
	1850,	.....	97	4	.....	101
	1851,	.....	100	5	.....	105
Russapuglah School, ...	1839,	.....	.....	19	.....	19
	1840,	.....	.....	19	.....	19
	1841,	.....	.....	21	.....	21
	1842,	.....	.....	22	.....	22
	1843,	.....	.....	21	.....	21
	1844,	.....	.....	29	.....	29
	1845,	.....	.....	38	.....	38
	1846,	.....	.....	40	.....	40
	1847,	.....	.....	36	.....	36
	1848,	.....	.....	34	.....	34
	1849,	.....	27	33	.....	60
	1850,	.....	26	33	.....	59
	1851,	.....	9	38	.....	47
Ramree School, ...	1839,	.....	.....	.....	.....	.....
	1840,	.....	.....	.....	.....	.....
	1841,	.....	.....	.....	.....	.....
	1842,	.....	.....	.....	.....	.....
	1843,	.....	.....	.....	.....	.....
	1844,	.....	.....	.....	.....	.....
	1845,	.....	.....	.....	.....	.....
	1846,	.....	.....	.....	.....	.....
	1847,	.....	.....	.....	.....	.....
	1848,	6	.....	48	32	86
	1849,	5	.....	65	44	114
	1850,	5	.....	72	68	145
	1851,	4	.....	86	83	172
Akyab School,...	1846,	.....	.....	.....	22	22
	1847,	1	5	5	66	77
	1848,	1	6	3	90	100
	1849,	6	4	1	89	100
	1850,	2	3	.....	95	100
	1851,	1	1	1	92	95
S. W. F. Chota Nagpore School,...	1839,	.....	19	4	39*	62
	1840,	.....	.....	.....	.....	62
	1841,	1	45	3	17	66

* Coles.

Expenditure.																Scholarships.	
Establishment.			Contingencies.			Total.			Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Senior.	Junior.
40811	0	8	120	1	11	4201	12	7	589	12	0	40	0	0	...	6
3900	0	0	104	11	3	4004	11	3	970.	0	0	351	2	0	...	3
3731	3	4	121	5	10	3852	9	2	891	12	0	361	5	0	...	0
3890	0	0	42	1	9	3932	1	9	1002	8	0	37	0	0	...	1 free.
5280	0	0	167	5	9	5447	5	9	.....	...		286	11	3	...	...
5280	0	0	210	0	8	5490	0	8	.....	...	...	288	6	0	...	...
5280	0	0	237	4	3	5517	4	3	.....	...	...	262	11	7	...	...
5280	0	0	293	4	6	5573	4	6	.....	..	...	253	5	3	...	...
5280	0	0	188	13	0	5468	13	0	.....	...	..	260	6	8	...	...
5280	0	0	217	13	0	5497	13	0	.....	...	..	189	9	2	...	...
5280	0	0	264	10	0	5544	10	0	.....	...	...	145	14	5	...	...
5176	12	3	326	6	5	5503	2	8	.....	...	..	137	9	3	...	...
5817	11	0	236	3	0	6053	14	0	.....	...	...	168	2	7	...	...
5430	0	0	254	3	0	5684	3	0	.....	..	...	167	2	11	...	...
5312	14	10	459	2	1	5772	0	11	649	8	0	96	3	2	...	...
5160	0	0	244	2	6	5404	2	6	526	0	0	91	9	7	...	...
4896	5	2	188	7	5	5084	12	7	78	0	0	108	2	11	...	...
.....	...	...	.....	...	...	.....	...	...	.....	...	...	.....	..	...	...	...
.....	...	...	.....	...		.....	...	...	.....	...	...	.....	.	...	...	...
.....	...	...	.....	...	..	.....	...	...	.....	...	...	.....	...	...	...	...
1000	0	0	34	4	9	1034	4	9	.....	...	...	.....	...	...	...	...
2472	0	0	115	8	1	2587	8	1	.....	...	...	.....	...	...	...	...
2515	6	0	112	5	6	2627	11	6	.....	...	...	.....	...	...	...	...
2501	4	10	107	3	10	2608	8	8	.....	...	...	.....	.	...	...	...
2423	9	5	56	1	9	2479	11	2	.....	...	...	.....	...	...	...	...
2097	13	11	110	0	0	2207	13	11	.....	...	...	.....	...	...	...	...
2480	5	3	120	0	0	2600	5	3	.....	...	...	30	3	9	...	...
2496	0	0	120	0	0	2616	0	0	.....	...	...	22	15	2	...	...
2496	0	0	120	0	0	2616	0	0	.....	...	...	18	0	8	...	...
2541	0	0	119	15	0	2660	15	0	.....	...	...	15	7	6	...	...
.....	...	...	.....	...	.	... .	...	...	.....	...	...	.....	...	...	...	...
1201	2	5	57	1	3	1258	3	8	.....	...	...	16	5	6	...	...
2374	14	11	108	0	0	2482	14	11	.....	...	...	32	3	11	...	...
2556	0	0	60	0	0	2616	0	0	.....	...	...	26	2	6	...	...
2556	0	0	60	0	0	2616	0	0	. ...	...	..	26	2	6	...	...
2556	0	0	60	0	0	2616	0	0	.....	...	...	21	8	7	...	...
150	0	0	26	4	11	176	4	11	.....	...	...	5	10	11	...	...
956	14	10	204	1	0	1160	15	10	.....	...	...	22	5	3	...	...
1265	0	0	255	12	3	1520	12	3	.....	..	...	23	0	8	...	...

INSTITUTION.	Year.	Pupils.				
		Christians	Hindus.	Moohummudans.	Other Denominations.	Total.
S. W. F. Chota Nagpore School, ...	1842,	.....	.....	.. ...	.....	85
	1843,	.....	.....	.....	.....	64
	1844,	.....	.....	.....	.....	103
	1845,	.....	.....	.....	.....	115
	1846,	1	30	18	54	103
	1847,	.....	.....	.....	.....	64
	1848,	0	.....	.....	.....	64
	1849,	0	.....	... ...	.....	64
	1850,	1	35	8	5	49
	1851,	0	.....	.....	.....	37
S. W. F. Chyebassa School,	1841,	.....	15	1	49	65
	1842,	.....	.....	.....	.....	.....
	1843,	.....	.....	.....	.. ...	41
	1844,	.....	.....	.....	.....	56
	1845,	.....	.....	.....	.....	.....
	1846,	.....	37	2	38	77
	1847,	.....	.....	.....	.....	.....
	1848,	.....	.....	. ...	.....	.....
	1849,	.....	.....	.....	.....	.....
	1850,	.....	.....	.....	.....	30
	1851,	.....	.....	.....	.....	73
Cuttack School, ...	1841,	9	70	7	.....	86
	1842,	9	60	2	.....	71
	1843,	14	63	4	.....	81
	1844,	18	88	14	.....	120
	1845,	15	81	12	.....	108
	1846,	15	47	8	.....	70
	1847,	12	66	7	.....	85
	1848,	14	58	8	.....	80
	1849,	16	66	7	.....	89
	1850,	18	73	6	.....	97
	1851,	21	89	9	2	121
Sylhet School,...	1843,	4	56	2	.....	62
	1844,	4	51	3	.....	58
	1845,	5	34	3	.....	42
	1846,	4	51	2	.....	57
	1847,	4	30	1	.....	35
	1848,	1	35	0	.....	36
	1849,	2	30	0	.....	32
	1850,	1	62	1	.....	64
	1851,	1	95	18	.....	114

Expenditure.										Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.										Senior.	Junior.
1274	0	0	392	6	6	1666	6	6	.....	.	...		19	10	8	...	...
1254	0	0	398	7	3	1652	7	3	.....	...	...		25	13	1	...	...
1133	5	8	484	6	3	1617	11	11	.....	..	..		15	11	3	...	...
1307	0	0	601	3	8	1908	3	8	.....	...	..		16	8	7	...	...
1300	10	8	568	14	4	1869	9	0	.....	...	...		18	2	5	...	...
1229	8	9	454	15	3	1682	8	0	.....	...	...		26	4	7	...	...
853	13	10	403	11	3	1257	9	0	.....	...	...		19	10	4	...	...
1264	0	0	17	5	0	1281	5	0	.....	..	..		20	0	0	...	...
1378	1	1	34	8	0	1412	9	1	.....	...	...		28	13	2	...	...
1165	1	6	22	5	0	1187	6	6	.....	...	..		32	1	5	...	...
979	0	0	78	13	4	1057	13	4	.....	.	...		16	4	4	...	...
1068	0	0	110	8	0	1178	8	0	.....	..	.		....	.	...	..	...
1068	0	0	109	7	3	1177	7	3	.....	.	.		28	11	5	...	...
630	0	0	148	4	9	778	4	9	.....	.	.		13	14	4	...	...
1068	0	0	183	13	7	1251	13	7	.....	...	...		....	.	.	.	...
1068	0	0	211	2	6	1279	2	6	.....	..	.		16	9	9	...	...
1068	0	0	132	11	0	1200	11	0	.....	...	.		.....	..	...	...	...
1068	0	0	242	6	2	1310	6	2	.....	.	.		.....	...	...	...	...
1068	0	0	294	11	5	1362	11	5	.....	..	...		.....		...	...	...
979	0	0	234	7	6	1213	7	6	.....	.	.		40	7	2	...	...
1068	0	0	241	1	6	1309	1	6	.....	.	.		17	14	11		...
1355	9	2	97	12	0	1453	5	2	.....	..	.		20	7	6	...	...
2726	10	6	674	15	6	3401	10	0	219	0	0		46	9	7	...	...
2870	9	1	4946	8	0	7817	1	1	187	4	0		104	2	9	...	...
3048	0	0	349	12	0	3397	12	0	172	12	0		30	14	3	...	1
3224	12	4	255	15	6	3480	11	10	152	0	9		33	12	8	...	2
3014	0	0	455	0	0	3469	0	0	281	4	0		50	4	5	...	3
4079	6	9	772	5	8	4851	12	5	253	4	0		63	13	4	52	...
3279	14	6	451	4	8	3731	3	2	295	8	0		45	8	1	1	...
3333	0	0	505	0	0	3838	0	0	262	12	0		45	2	5	1	4
3201	13	10	500	2	3	3702	0	1	301	0	0		42	0	7	...	3
3270	13	2	394	1	2	3664	14	4	372	8	0		34	14	5	...	2
2516	5	4	260	0	0	2776	5	4	.....	...	..		44	12	5	...	...
2520	0	0	160	0	0	2680	0	0	.....	..	...		46	3	3	...	...
2410	15	6	46	3	0	2457	2	6	.....	..	...		58	8	0	...	...
2597	10	10	.....	.	.	2597	10	0	118	8	0		45	9	1	...	...
3058	0	0	.....	...	..	3058	0	0	96	8	0		87	5	11	...	...
2920	2	6	.....	...	...	2920	2	6	127	8	0		81	1	10	...	...
1501	8	0	.....	...	.	1501	8	0	110	4	0		46	14	9	...	...
1873	15	5	.....	...	...	1873	15	5	103	4	0		29	4	5	...	3
2461	8	0	.....	...	...	2461	8	0	302	0	0		21	9	5	...	2

INSTITUTION.	Year.	Pupils. Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Mozufferpore School, ...	1845,	3	24	6	.....	33
	1846,	1	29	3	.....	33
	1847,	0	25	3	.....	28
	1848,	0	21	3	.....	24
	1849,	2	23	4	.....	29
	1850,	1	20	2	.....	23
	1851,	1	25	1	.....	27
Barrackpore School, ...	1845,	.....	100	5	.....	105
	1846,	.....	47	5	.....	52
	1847,	.....	51	21	.....	72
	1848,	.....	82	23	.....	105
	1849,	.....	97	17	.....	114
	1850,	.....	81	12	.....	93
	1851,	.....	90	9	.....	99
Bhaugulpore School, ...	1845,	2	88	27	73	190
	1846,	.....	57	17	47	121
	1847,	.....	52	16	49	117
	1848,	.....	48	20	52	120
	1849,	.....	50	22	47	119
	1850,	.....	59	21	36	116
	1851,	.....	61	20	33	114
Burdwan School, ...	1846,	1	75	1	.....	78
	1847,	.....	68	2	.....	70
	1848,	1	61	2	.....	64
	1849,	.....	61	2	.....	64
	1850,	.....	69	2	.....	71
	1851,	.....	72	3	.....	75
Bancoorah School,... ...	1846,	.....	42	.....	.....	42
	1847,	.....	45	.....	.....	45
	1848,	.....	98	1	.....	99
	1849,	.....	90	1	.....	91
	1850,	.....	80	.....	.....	80
	1851,	.....	77	.....	.....	77
Ooterparah School, ...	1846,	.....	136	.....	.....	136
	1847,	.....	125	.....	.....	125
	1848,	2	123	.....	.....	125
	1849,	.....	63	.....	.....	63

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships.	
Establishment.			Contingencies.			Total.									Senior.	Junior.
41	4	7	.....	...	...	41	4	7								
1602	3	5	290	0	0	1892	3	5	98	14	0	57	5	5	...	...
1641	0	0	169	6	6	1810	6	6	143	0	0	54	13	9	...	...
1447	11	10	42	0	6	1489	12	4	168	12	0	53	3	3	...	...
1430	5	1	26	5	6	1456	10	7	157	0	0	60	11	1	...	...
1135	14	6	18	8	0	1154	6	6	174	12	0	39	12	2	...	...
1200	0	0	39	7	0	1239	7	0	170	0	0	53	14	2	...	...
1200	0	0	35	13	0	1235	13	0	145	8	0	45	12	4	...	...
468	13	9	5	8	3	474	6	0	97	12	0	1	5	0	...	1
977	8	0	13	1	0	990	9	0	143	8	0	1	11	0	...	...
1024	3	6	55	0	3	1079	3	9	212	4	0	1	10	0	...	...
1147	0	0	38	1	6	1185	1	6	371	4	0	1	0	0	...	...
1152	0	0	205	9	9	1357	9	9	450	8	0	1	4	0	...	...
1152	0	0	184	4	9	1336	4	9	442	4	0	1	6	0	...	...
864	0	0	124	7	9	988	7	9	432	4	0	1	2	0	...	...
2036	4	0	177	2	0	3113	6	0	4	0	0	16	6	2	...	1
4582	9	5	121	13	0	4704	6	5	41	8	0	38	14	0	...	3
4590	1	6	202	10	3	4798	11	9	112	0	0	41	0	2	...	...
4684	2	6	155	6	3	4839	8	9	187	8	0	40	5	3	...	2
4856	6	4	525	15	6	5382	5	10	289	0	0	45	3	8	...	...
4786	9	4	283	0	9	5069	10	1	389	8	0	43	11	3	...	...
4820	0	0	317	1	9	5137	1	9	421	0	0	45	0	11	...	...
2637	13	11	161	4	0	2799	1	11	469	4	0	35	13	6	...	...
2904	0	0	94	13	6	2998	13	6	431	8	0	42	5	4	...	...
2603	9	9	41	9	9	2645	3	6	472	5	9	40	11	11½	...	2
2849	1	0	24	15	0	2874	0	0	432	6	0	44	14	6	...	...
2796	8	3	59	14	6	2856	6	9	454	12	0	40	15	3	...	...
2868	14	10	65	15	6	2934	14	4	614	12	0	39	0	8	...	3
1367	4	3	62	2	5	1429	6	8	103	0	0	31	9	1	...	...
2825	6	7	59	9	8	2885	0	3	267	14	3	58	2	6	...	...
2420	11	4	45	12	0	2475	7	4	589	1	0	19	0	10	...	4
2303	15	4	227	3	6	2561	2	10	683	10	9	20	4	10	...	...
2316	0	0	41	9	0	2557	1	0	904	11	1	18	2	2	...	1
2316	0	0	66	2	0	2382	2	0	878	0	11	19	8	2	...	2
2042	1	1	549	9	3	2591	10	4	639	0	0	.....	...	...	...	...
4584	9	3	173	5	3	4757	14	6	2021	12	0	.....	...	...	...	4
3819	0	0	285	1	5	4104	1	5	2632	0	0	.....	...	...	...	...
3837	13	8	233	1	8	4070	15	4	2236	0	0	.....	...	...	...	6

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Ooterparah School,... ...	1850,	.....	66	.....	.....	66
	1851,	.....	57	.....	.....	57
Howrah School, ...	1846,	1	111	10	.....	122
	1847,	2	203	12	.....	217
	1848,	2	111	12	.....	125
	1849,	1	142	2	.....	145
	1850,	1	104	5	.....	109
	1851,	2	123	6	.....	129
Baraset School, ...	1846,	.....	100	1	.....	101
	1847,	.....	87	1	.....	88
	1848,	.....	88	1	.....	89
	1849,	.....	86	1	.....	87
	1850,	.....	128	1	.....	129
	1851,	.....	163	1	.....	164
Gyah School, ...	1846,	.....	16	14	.....	30
	1847,	1	22	11	.....	34
	1848,	1	36	19	.....	56
	1849,	2	43	18	.....	63
	1850,	1	54	16	.....	71
	1851,	1	60	16	.....	77

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.			Scholarships	
Establishment.			Contingencies.			Total.									Senior.	Junior.
3010	14	2	109	4	0	4020	2	2	2372	0	0	.....	...	...	...	3
3973	0	0	149	13	0	4122	13	0	2520	0	0	.....	...	...	...	...
2537	6	4	443	0	0	2980	6	4	1225	12	0	2	3	9	...	...
3240	0	0	18	3	0	3258	3	0	1707	0	0	2	1	0	...	...
3172	4	1	28	8	0	3200	12	1	1821	0	0	1	13	4	...	...
2879	0	3	20	8	0	2899	8	3	1331	0	0	2	3	0	...	5
3056	12	8	36	0	0	3092	12	8	1469	0	0	2	5	6	...	2
3038	1	6	51	10	0	3089	11	6	1684	0	0	1	14	5	...	...
2116	1	8	107	14	9	2224	0	5	610	8	0	22	0	3	...	...
3108	0	0	256	1	0	3364	1	0	1085	0	0	38	2	5	...	...
3108	0	0	167	12	6	3275	12	6	1074	0	0	36	10	1	...	3
3108	0	0	.....	...	...	3108	0	0	1089	0	0	35	11	0	...	4
3268	0	0	137	0	0	3405	0	0	1191	8	0	26	4	5	...	1
3348	0	0	314	0	0	3662	0	0	1568	0	0	22	4	4	...	4
1083	14	3	38	6	0	1122	4	2	90	1	10	37	6	6	...	...
3470	8	0	78	0	0	3549	8	0	290	0	0	104	6	4	...	...
3384	0	0	140	14	0	3524	14	0	393	8	0	62	15	1	...	...
4344	4	8	15	5	9	4359	10	5	579	0	0	65	5	8	...	...
2988	0	0	13	14	3	3001	14	3	431	8	0	42	4	5	...	...
2988	0	0	23	8	4	3011	8	4	528	0	0	39	1	9	...	...

Statistical information relative

INSTITUTION.	Year.	Pupils. Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Dacca Division.						
Zillah Mymensing Vernacular School, ...	1846,	1	47	5	.....	53
	1847,	.....	109	3	.....	112
	1848,	1	109	1	.....	111
	1849,	.....	89	6	.....	95
	1850,	.....	82	8	.....	90
	1851,	2	93	5	.....	100
Cuttack Division.						
Cuttack, ...	1845,	.....	25	22	.....	47
	1846,	.....	62	23	.....	85
	1847,	.....	26	18	.....	44
	1848,	.....	61	50	.....	111
	1849,	.. ...	51	61	.....	112
	1850,	.....	20	59	.....	79
	1851,	.....	23	52	.....	75
Midnapore, ...	1845,	.....	45	.....	.....	45
	1846,	. ...	47	.....	.....	47
	1847,	.....	34	.....	.....	34
	1848,	.....	37	7	.....	44
	1849,	.....	66	14	.....	80
	1850,	.....	83	15	.....	98
	1851,	.....	102	26	....	128
Penglah, ...	1845,	.....	65	.....	.....	65
	1846,	.....	12	.....	.....	12
	1847,	.... .	31	.....	.....	31
	1848,	... ..	29	.....	.....	29
	1849,	.....	28	.....	.....	28
	1850,	.....	.....	.....	.....	.....
	1851,	.....	.....	.....	.....	.....
Gungnessur, ...	1845,	.....	17	.....	.....	17
	1846,	.....	33	.....	.....	33
	1847,	.....	33	.....	.....	33
	1848,	.....	53	.....	.....	53
	1849,	.....	50	.....	.....	50
	1850,	.....	45	.. ...	.....	45
	1851,	.....	48	... ..	.....	48

to the VERNACULAR SCHOOLS.

EXPENDITURE.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.		
Establishment.			Contingencies.			Total.								
22	8	0	.....	...	...	22	8	0	2	3	0	1	2	11
180	0	0	.....	...	...	180	0	0	57	3	0	2	1	5
180	0	0	50	12	0	230	12	0	72	8	0	2	5	10
230	0	0	84	10	0	314	10	0	40	3	0	4	2	10
300	0	0	55	7	0	355	7	0	33	6	0	6	4	0
300	0	0	52	5	0	352	5	0	58	11	0	4	9	10
136	8	5	.....		...	136	8	5	0	13	0	2	14	5
720	0	0	.....	...	...	720	0	0	44	4	8	8	7	6
708	13	11	.....	...	...	708	13	11	40	6	6	16	1	9
612	1	6	84	11	8	696	13	2	46	13	0	6	4	5
620	8	0	4	12	0	625	4	0	76	1	10	6	9	6
540	0	0	17	4	0	557	4	0	72	11	2	9	7	2
540	0	0	.....	...	...	540	0	0	50	13	2	7	3	2
98	1	0	.....	...	...	98	1	0	5	5	0	2	2	10
245	0	0	.....	..	...	245	0	0	32	11	0	5	3	5
235	0	0	.....	...	...	235	0	0	25	1	0	6	14	7
180	0	0	8	0	0	188	0	0	15	3	6	4	4	4
212	2	8	82	1	8	294	4	4	27	9	0	3	10	10
240	0	0	3	0	0	243	0	0	39	2	0	2	7	8
240	0	0	91	2	2	331	2	2	51	15	0	2	9	4
124	3	3	.....	...	...	124	3	3	4	1	0	1	14	6
281	3	3	.....	...	...	281	3	3	9	2	0	23	6	11
205	0	0	.....	...	...	205	0	0	8	6	0	6	9	9
240	0	0	.....	...	...	240	0	0	8	12	0	8	4	5
207	13	4	.....	...	...	207	13	4	4	15	0	7	6	9
.....	...	...	.....	...	...	.....	...	...	2	15	0	...	...	...
.....	...	...	.....	...	...	.....	...	...	...	..	..	...	...	...
56	0	0	.....	...	..	56	0	0	...	...	0	3	4	8
185	0	0	.. ..		..	185	0	0	19	9	0	5	9	8
280	0	0	.....	...	...	280	0	0	23	2	0	8	7	9
300	0	0	.....	...	...	300	0	0	38	8	0	5	10	7
300	0	0	44	11	0	344	11	0	32	9	0	6	14	3
300	0	0	.. ..	...	..	300	0	0	32	15	0	6	10	8
300	0	0	3	3	7	303	3	7	30	10	0	6	5	1

INSTITUTION.	Year.	Pupils. Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
CUTTACK DIVISION. *(Continued.)*						
Khoorda, ...	1845,	.....	25	.....	.....	25
	1846,	.....	29	4	.....	33
	1847,	.....	31	4	.....	35
	1848,	.....	36	4	.....	40
	1849,	.....	30	5	.....	35
	1850,	.....	35	1	.....	36
	1851,	.....	32	.....	.....	32
Pooree,...	1845	.....	24	.....	.....	24
	1846,	.....	64	.....	.....	64
	1847,	.....	41	.....	.....	41
	1848,	.....	30	.....	.....	30
	1849,	.....	29	1	.....	30
	1850,	.....	32	.....	.....	32
	1851,	.....	43	.....	.....	43
Bhuddruck School, ...	1845,	.....	7	9	.....	16
	1846,	.....	98	126	.....	224
	1847,	.....	88	122	.....	210
	1848,	.....	101	113	.....	214
	1849,	.....	144	122	.....	266
	1850,	.....	143	98	.....	246
	1851,	.....	98	115	.....	213
Balasore School, ...	1845,	.....	18	.....	.....	18
	1846,	.....	30	.....	.....	30
	1847,	.....	40	.....	.....	40
	1848,	.....	29	.....	.....	29
	1849,	.....	33	24	.....	57
	1850,	.....	40	24	.....	64
	1851,	.....	24	4	.....	28
Remnah School, ...	1845.	.....	25	.....	.....	25
	1846,	.....	26	.....	.....	26
	1847,	.....	44	.....	.....	44
	1848,	.....	29	.....	.....	29
	1849,	.....	24	.....	.....	24
	1850,	.....	.....	.....	.....	.....
	1851,	.....	.....	.....	.....	.....

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.		
Establishment.			Contingencies.			Total.								
50	8	0	.....	.	...	50	8	0	3	10	0	2	0	3¾
180	0	0	.....	..	...	180	0	0	15	5	6	5	7	3¼
180	0	0	.....	...	...	180	0	0	15	6	0	5	2	3¼
180	0	0	.....	...	...	180	0	0	18	7	4	4	8	0
180	0	0	.....	...	..	180	0	0	16	6	6	5	2	3¼
180	0	0	12	4	0	192	4	0	15	1	0	5	5	5¼
180	0	0	.....	..	...	180	0	0	15	0	0	5	10	0
65	5	4	.....	...	...	65	5	4	1	8	0	2	11	6½
240	0	0	.....	...	...	240	0	0	4	0	0	3	12	0
240	0	0	.....	...	...	240	0	0	24	6	1	5	13	7¾
240	0	0	.....	..	...	240	0	0	23	14	6	8	0	0
240	0	0	33	8	0	273	8	0	19	9	0	9	1	10½
240	0	0	6	0	0	246	0	0	21	13	0	7	11	0
240	0	0	6	0	0	246	0	0	26	3	0	5	11	6½
30	0	0	.....	...	...	30	0	0	...	...	...	1	14	0
180	0	0	.....	...	...	180	0	0	...	...	...	0	12	10
180	0	0	.....	..	...	180	0	0	...	...	..	0	13	8
180	0	0	.....	...	...	180	0	0	7	8	0	0	13	5
180	0	0	.....	...	...	180	0	0	14	12	9	0	10	10
180	0	0	.....	..	...	180	0	0	25	1	9	0	12	0
180	0	0	.....	...	...	180	0	0	11	11	8	0	12	7
46	10	2	.....	...	...	46	10	2	1	2	0	2	9	0
240	0	0	.....	...	...	240	0	0	6	0	0	7	1	7
240	0	0	.....	...	...	240	0	0	7	8	0	6	0	0
240	0	0	.....	...	...	240	0	0	9	0	0	8	3	10
240	0	0	.....	...	...	240	0	0	9	0	0	4	3	4
240	0	0	.....	...	...	240	0	0	8	4	0	3	11	9
240	0	0	1	15	0	241	15	0	21	10	0	8	10	3
30	0	0	.....	...	...	30	0	0	...	...	...	1	3	1
180	0	0	.....	...	...	180	0	0	..	...	...	6	14	8
180	0	0	.....	.	...	180	0	0	...	...	...	4	1	5
180	0	0	.....	....	...	180	0	0	...	...	...	6	3	3
105	0	0	.....	...	...	105	0	0	1	9	0	4	6	0
.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...	...
.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...	...

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Bhaugulpore Division.						
Monghyr, ...	1846,	.. ...	25	26	....	51
	1847,	.....	15	21	.....	35
	1848,	.....	22	23	.....	45
	1849,	.... .	15	27	.....	42
	1850,	.....	15	29	.....	44
	1851,	.....	23	10	.....	33
Sheikhpoorah, ...	1848,	.....	14	17	. . ..	31
	1849,	.....	41	42	.....	83
	1850,	.....	49	33	.....	82
	1851,	.....	54	17	.....	71
Teghrah, ...	1851,	.....	4	32	.....	36
Purneah, ...	1846,	.....	50	30	.....	80
	1847,	.....	50	20	.....	70
	1848,	.....	20	10	.....	30
	1849,	.....	15	5	.....	20
	1850,	.....	24	7	.....	31
	1851,	.....	49	6	.....	55
English Bazar, ...	1846,	.....	85	16	6	107
	1847,	.....	92	19	9	111
	1848,	.....	76	21	5	102
	1849,	.....	55	14	11	80
	1850,	.....	60	27	13	100
	1851,	.....	77	29	14	120
Sheebgunge, ...	1846,	.....	20	9	.....	29
	1847,	.....	55	9	.....	64
	1848,	.....	50	14	4	68
	1849,	.....	44	17	5	66
	1850,	.....	40	9	4	53
	1851,	.....	50	12	5	67

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.		
Establishment.			Contingencies.			Total.								
131	2	5	.....	...	...	131	2	5	...	...	...	2	9	2
240	0	0	.....	...	...	240	0	0	7	10	0	7	3	6
285	0	0	.....	...	...	285	0	0	15	10	0	6	5	4
300	0	0	.....	...	...	300	0	0	6	8	0	7	2	4
300	0	0	.....	...	...	300	0	0	10	0	0	6	13	1
300	0	0	.....	...	...	300	0	0	11	6	0	9	1	5
100	0	0	.....	...	...	100	0	0	...	...	...	3	3	7
300	0	0	.....	...	...	300	0	0	7	0	0	3	9	10
300	0	0	.....	...	...	300	0	0	12	0	0	3	10	6
300	0	0	.....	...	...	300	0	0	13	0	0	4	3	7
82	8	0	0	8	0	82	8	0	...	...		2	4	8
112	8	0	15	0	0	127	8	0	11	11	2	1	9	6
150	0	0	.....	...	...	150	0	0	109	3	9	2	2	3¼
240	0	0	.....	...	...	240	0	0	112	10	4	8	0	0
240	0	0	.....		...	240	0	0	31	2	6	12	0	0
240	0	0	.....	...	...	240	0	0	29	6	6	7	11	10¼
240	0	0	.....	...	...	240	0	0	32	0	0	4	5	9¾
275	0	0	37	10	0	312	10	0	48	11	0	4	11	10¼
300	0	0	83	5	0	383	5	0	90	4	0	3	10	6¼
300	0	0	.....	...	...	300	0	0	75	4	0	4	2	8
300	0	0	141	10	6	441	10	6	56	8	0	5	8	10¾
300	0	0	4	8	3	304	8	3	57	4	0	5	0	0
300	0	0	103	12	0	403	12	0	58	14	0	4	8	8¼
158	0	0	5	8	0	163	8	0	10	1	0	14	6	0
180	0	0	5	8	0	185	8	0	3	10	0	16	5	9¾
180	0	0	.....	...	...	180	0	0	18	15	0	5	10	0
180	0	0	13	11	0	193	11	0	1	15	0	8	2	10¼
180	0	0	.....	...	...	180	0	0	6	1	0	6	0	0
180	0	0	.....	...	...	180	0	0	6	0	0	5	4	8½

INSTITUTION.	Year.	Pupils. Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Jessore Division.						
Culna,...	1846,	.....	50	.....	.....	50
	1847,	.....	51	.....	.....	51
	1848,	.....	73	.....	.....	73
	1849,	.....	53	.....	.....	53
	1850,	.....	55	.....	.....	55
	1851,	.....	66	.....	.....	66
Jessore, ...	1847,	.....	28	8	.....	36
	1848,	.....	27	7	.....	34
	1849,	.....	24	5	.....	29
	1850,	.....	22	11	.....	33
	1851,	.....	21	7	.....	28
Chota Jagooliah, ...	1846,	.....	.....	.....	.....	30
	1847,	.....	.....	.....	.....	78
	1848,	.....	.....	.....	.....	60
	1849,	.....	.....	.....	.....	70
	1850,	.....	.....	.....	.....	56
	1851,	.....	.....	.....	.....	70
	1852,	.....	.....	.....	.....	31
Burra Jagooliah, ...	1845,	.....	25	2	.....	27
	1846,	.....	52	7	.....	59
	1847,	.....	50	5	.....	55
	1848,	.....	9	4	.....	13
	1849,	.....	53	4	.....	57
	1850,	.....	57	5	.....	62
	1851,	.....	56	5	.....	61
Bissenpore, ...	1846,	.....	15	2	.....	17
	1847,	.....	24	2	.....	26
	1848,	.....	26	2	.....	28
	1849,	.....	17	1	.....	18
	1850,	.....	21	1	.....	22
	1851,	.....	25	5	.....	30
Sonamookhy, ...	1846,	.....	39	2	.....	41
	1847,	.....	42	5	.....	47
	1848,	.....	45	.....	.....	45
	1849,	.....	49	.....	.....	49

Expenditure									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.		
Establishment.			Contingencies.			Total.								
135	5	4	.....	...	...	135	5	4	9	12	4	2	11	3½
240	0	0	.....	...	...	240	0	0	18	6	6	4	11	3½
240	0	0	.....	..	...	240	0	0	30	8	8	3	4	7¼
240	0	0	.....	...	...	240	0	0	31	0	0	4	8	5¾
120	0	0	.....	...	...	120	0	0	7	3	6	2	2	10¾
240	0	0	.....	...	...	240	0	0	49	7	0	3	10	2
189	0	0	.....	...	...	189	0	0	14	1	0	5	4	0
240	0	0	.....	...	...	240	0	0	20	9	0	7	1	0
240	0	0	.....	...	...	240	0	0	17	12	0	8	4	5
240	0	0	1	0	0	241	0	0	20	2	0	7	4	0
220	0	0	.....	...	...	220	0	0	20	12	0	7	13	8
90	0	0	.....	..	...	90	0	0	29	6	0	3	0	0
180	0	0	.....	...	...	180	0	0	58	8	0	3	0	9
180	0	0	.....	...	...	180	0	0	57	12	0	3	1	6
180	0	0	.....	...	..	180	0	0	42	4	0	4	3	3
180	0	0	.....	...	...	180	0	0	52	8	0	3	4	6
266	0	0	76	0	0	342	0	0	57	10	0	4	8	0
156	0	0	.....	...	...	156	0	0	27	6	0	5	7	0
125	0	0	.....	...	...	125	0	0	21	3	0	5	10	0
300	0	0	.....	...	...	300	0	0	44	9	0	6	9	0
300	0	0	.....	...	...	300	0	0	41	14	0	7	0	0
300	0	0	.....	...	...	300	0	0	41	10	0	7	0	0
300	0	0	.....	...	...	300	0	0	42	11	0	7	0	0
300	0	0	.....	...	...	300	0	0	46	11	0	6	6	0
300	0	0	.....	...	...	300	0	0	45	15	0	6	6	0
120	0	0	.....	...	...	120	...	...	12	13	6	7	0	11
180	0	0	.....	...	...	180	...	...	31	7	0	6	14	9
180	0	0	.....	...	...	180	...	...	31	4	0	6	6	10
180	0	0	.....	...	...	180	...	...	22	4	0	10	0	0
180	0	0	.....	...	...	180	..	...	27	9	0	8	2	11
180	0	0	.....	...	..	180	...	...	38	1	0	6	0	0
126	0	0	.....	..	..	126	...	...	15	11	3	3	1	7
180	0	0	.....	...	...	180	...	...	34	7	0	3	13	3
180	0	0	.....	...	...	180	...	...	34	1	0	4	0	0
180	0	0	.....	...	...	180	...	...	36	15	0	3	10	9

INSTITUTION.	Year	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations	Total.
Jessore Division, (*Continued.*)						
Sonamookhy,...	1850,	.....	44	.....	.....	44
	1851,	.....	37	3	.....	40
Boinchi, ...	1846,	.....	95	6	.....	101
	1847,	.....	100	7	.....	107
	1848,	.....	76	6	.....	82
	1849,	.....	80	5	.....	85
	1850,	.... .	60	4	.....	64
	1851,	.....	67	5	.....	72
Konagur, ...	1846,	... ..	75	.....	.....	75
	1847,	.....	102	.....	.....	102
	1848,	.....	110	.....	.....	110
	1849,	.....	46	.....	.....	46
	1850,	.....	95	.....	.....	95
	1851,	.....	92	3	.....	95
Mancoonda, ...	1846,	.....	125	2	... ..	127
	1847,	.....	122	2	.....	124
	1848,	.....	114	2	.....	116
	1849,	.....	114	2	.....	116
	1850,	.....	118	2	.....	120
	1851,	.....	102	3	.....	105
Moorshedabad Division.						
Kandi,...	1848,	.....	40	....	.....	40
	1849,	.....	80	.....	.....	80
	1850,	.....	45	... ..	.....	45
	1851,	.....	50	.....	.....	50
Sydabad, ...	1846,	.....	61	.....	.....	61
	1847,	.....	40	.....	.....	40
	1848,	.....	86	.....	.....	86
	1849,	.....	70	.....	.....	70
	1850,	.....	72	.....	.....	72
	1851,	1	62	.....	.....	63
Bagooriah, ...	1846,	.....	30	10	.....	40
	1847,	.....	31	7	.....	38
	1848,	.....	31	7	.....	38

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.		
Establishment.			Contingencies.			Total.								
180	0	0	.....	...	...	180	0	0	33	6	0	4	1	5
180	0	0	.....	...	...	180	0	0	30	4	0	4	8	0
125	0	0	.....	...	...	125	0	0	22	7	0	1	3	9
300	0	0	.....	...	...	300	0	0	72	3	0	2	12	10
300	0	0	... ..	...	...	300	0	0	43	1	6	3	10	6
300	0	0	.....	..	...	300	0	0	38	15	6	3	8	6
300	0	0	16	0	0	316	0	0	37	7	0	4	15	0
300	0	0	.....	..	...	300	0	0	50	11	6	4	2	8
80	0	0	.....	...	...	80	0	0	17	14	0	1	1	1
240	0	0	.....	...	...	240	0	0	52	6	0	2	5	5
240	0	0	.....	...	...	240	0	0	37	0	0	2	2	10
240	0	0	.....	...	...	240	0	0	23	3	0	5	3	5
240	0	0	.....	...	...	240	0	0	62	10	10½	2	8	5
240	0	0	.....	...	...	240	0	0	79	10	0	2	8	5
62	8	0	.....	...	...	62	8	0	28	0	0	0	7	10
180	0	0	... ..	...	...	180	0	0	87	15	0	1	7	2
180	0	0	.....	...	...	180	0	0	73	4	0	1	8	9
135	0	0	.....	...	.	135	0	0	63	9	0	1	2	7
120	0	0	25	0	0	145	0	0	50	15	0	1	3	4
180	0	0	.....	...	...	180	0	0	49	14	0	1	11	5
.....	...	...	.....	...	...	.....	...	...	...	..	...	...	...	...
175	2	7	1	3	0	176	5	7	15	13	9	2	1	3
180	0	0	.....	...	...	180	0	0	12	0	0	4	0	0
230	0	0	20	0	0	250	0	0	38	4	6	5	0	0
225	0	0	.....	...	..	225	0	0	26	0	0	3	11	0
300	0	0	48	0	0	348	0	0	25	4	0	8	11	2½
300	0	0	.....	...	...	300	0	0	45	0	0	3	7	10
300	0	0	20	0	0	320	0	0	15	0	0	4	9	1¾
300	0	0	20	0	0	320	0	0	65	5	0	4	7	1½
300	0	0	41	0	0	341	0	0	72	6	0	5	6	7
70	10	4	.....	...	...	70	10	4	6	10	3	1	12	0
180	0	0	.....	...	...	180	0	0	33	15	3	5	7	3
180	0	0	.....	...	...	180	0	0	7	2	0	6	6	10

INSTITUTION.	Year.	Pupils.				
		Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.
Moorshedabad Division, *(Continued.)*						
Bagooriah, ...	1849,	.....	33	1	.....	34
	1850,	.....	35	2	.....	37
	1851,	.....	21	1	.....	22
Bogorah, ...	1846,	.....	51	25	.....	76
	1847,	.....	48	18	.....	66
	1848,	.....	45	15	.....	60
	1849,	.....	31	12	.....	43
	1850,	.....	43	20	.....	63
	1851,	.....	56	25	.....	81

Expenditure.									Schooling Fees.			Average Annual cost of educating each Pupil borne on the Rolls.		
Establishment.			Contingencies.			Total.								
190	10	3¾	20	0	0	210	10	3¾	14	0	3	6	9	2
240	0	0	16	4	0	256	4	0	14	0	2	8	4	5
240	0	0	39	7	11	279	7	11	39	10	11	9	9	7
148	10	8	19	14	0	168	8	8	28	15	0	2	3	4
240	0	0	9	1	0	249	1	0	50	13	0	2	12	2
240	0	0	88	13	0	329	13	0	47	7	9	5	7	8
270	0	0	74	0	0	344	0	0	23	11	3	8	0	0
300	0	0	68	8	0	368	8	0	30	14	0	5	13	1
300	0	0	110	1	4	410	1	4	51	8	0	5	1	0

Appendix D.

CIRCULAR ORDERS.

Circular No. 22 of 1851.

From the Secretary, Council of Education, to all the Colleges and Schools.

Sir,—I have the honor, by direction of the Council of Education, to forward for your information and guidance the accompanying additional rules regarding indents for books, and to inform you that they will be strictly acted upon from the present time.

I have, &c.,

(Signed) Fred. J. Mouat, M. D.,

Secretary, Council of Education.

Fort William, 24th November 1851.

Additional Rules Regarding Indents for Books.

1. All regular indents for books required in the Government Schools and Colleges of Bengal, are to be furnished half-yearly, in January and July, and at no other time.
2. The books of the July indent are to be for the next ensuing session, and not to be transmitted from the Agency until the close of the rains, or in sufficient time to reach the college or school upon its re-opening after the long vacation.
3. All indents for prize books are to be sent in *immediately* after the close of the session, on the 30th of September of each year.
4. No Books of any description are to be despatched from the Book Agency *during* the rains, except in cases of great emergency, of which the Book Agent will decide.
5. Officers in charge of Vernacular Schools are to indent only for such books as are actually required for use in their respective divisions, and not to accumulate large collections of books to be afterwards returned to the Agency more or less damaged, as "no longer of any use," or "not required."
6. No college or school is on any account to overdraw its assigned book allowance; and no books are to be supplied to Vernacular Schools, against which there is an outstanding balance exceeding 100 rupees.
7. The Book Agent will reject at once all indents in which these rules are not strictly attended to.

Circular No. 1 of 1852.

From the Secretary, Council of Education, to all the Colleges and Schools.

Sir,—I am directed by the Council of Education, to forward, for the information of the Local Committee, the accompanying extract from a report by Dr. Mouat on the Cuttack School.

The Council would be glad to be favoured with a report from the Local Committee, upon the subject of attaching to each Institution the means of teaching practical agriculture, and if deemed impracticable or unadvisable, with a statement of the reasons of the Committee for arriving at this conclusion.

I have, &c.,

(Signed) Fred. J. Mouat, M. D.,

Secretary, Council of Education.

Fort William, 17th March 1852.

"I regretted much that time did not admit of my visiting the Christian village established near Cuttack, where practical agriculture, gardening, and the management of farms and dairies on a small scale are taught.

"There is probably no single advantage that could be afforded to the vast rural population of Bengal, that would equal the introduction of an improved system of agriculture.

"In my opinion, the only means of accomplishing this desirable result, will be by the establishment of experimental village farms, with gardens, orchards, and all the adjuncts necessary to a complete agricultural institution. Example constantly before their eyes, will alone remove the prejudice at present entertained against any change But, if the neighbouring ryots perceive that the same soil, in the same circumstances, can be made to yield far more profitable crops, and the means of adopting the improvements are cheap and accessible, they will not be slow to follow them, and to abandon their ancient, clumsy, and comparatively unprofitable contrivances.

"This subject is somewhat foreign to the purpose of my present report, but I have been induced to refer to it, because I think that the experiment might be commenced, to a small extent, in connexion with some of our Zillah Schools.

"The majority of the boys, sons of the officers attached to the courts and of similar extraction, would doubtless despise a knowledge of agriculture in any form; but this would not be the case with the children of the cultivators themselves, to whom gratuitous instruction on the subject might be given.

"Ground is generally cheap, and a few beegahs could always, I believe, be procured for the purpose. There is scarcely a Local Committee which has not some member fond of gardening and similar pursuits, and a supply of the more valuable plants from the Botanical Gardens in Calcutta, would cause their rapid extension throughout the country.

"As it would be impossible in this place to work out the details of any plan suited to the purpose, perhaps the Council would not object to address a circular to the Local Committees, to ascertain their sentiments on the subject

"As a guide to the inquiry, I am sure the Missionaries at Cuttack and at Tinnivelly in Southern India, where great results have followed the adoption of such plans, would furnish every information as to their mode of procedure, if applied to."

(True Extract,)

(Signed) FRED. J. MOUAT, M. D,

Secretary, Council of Education.

CIRCULAR No. 2 OF 1852.

From the Secretary, Council of Education, to all the Colleges and Schools.

SIR,—I am directed by the Council of Education to inform you that the standard of acquirement deemed necessary to entitle a pupil to promotion from one class to another, is two-fifths (⅖) of the aggregate number of marks allowed to all subjects. This order is to take effect from and after the next ensuing scholarship examinations.

With respect to the promotion of pupils in the junior classes of colleges and schools, who do not contend for scholarships, the Council are of opinion that the examinations should be conducted with reference to this principle, a numerical standard being previously fixed by the examiners, and the results calculated according to the amount of excellence or proficiency supposed to be attained.

I have, &c.,

(Signed) FRED. J. MOUAT, M D.,

Secretary, Council of Education.

Fort William, 17th March 1852.

Circular No. 3 of 1852.

From the Secretary, Council of Education, to all the Colleges and Schools.

Sir,—It being deemed of considerable importance by the Council of Education, that the promotion of boys from one class to another should be fixed upon some definite basis, so as to prevent the accumulation of pupils of advanced age in classes for which they are unfit and unsuited, I am directed by the Council to request, that from and after the next ensuing annual examinations, you will enforce an existing rule, which has been allowed to fall into abeyance. It is, that all pupils who have been two full years in any particular class, and upon examination at the end of that time are found to be unfit for promotion, shall be struck off the rolls of the Institution.

2. All promotions must likewise be from class to class, and in no case from one section to another of the same class. Sections are only to be formed when a class becomes too large for the master to teach efficiently. The studies of the different sub-divisions of any class are to be the same.

3. In future, the admission of pupils is to be either quarterly, or half-yearly, and not monthly, as at present Great care is to be taken that the pupils admitted are fit at once to join the class for which their age renders them eligible, and that the different members of the same class are not reading at differing places in the same books.

4. In all cases, no more pupils are to be admitted to any college or school than the existing establishment is capable of teaching efficiently. In the event of any additions being deemed necessary by the Local Authorities, the special sanction of the Council of Education must, in the first instance, be obtained.

I have, &c.,

(Signed) Fred. J. Mouat, M. D.,

Secretary, Council of Education.

Fort William, 17th March 1852.

Circular No. 4.

From the Secretary, Council of Education, to all the Collectors.

Sir,—In consequence of the Vernacular Schools throughout Bengal having been placed under the immediate charge of the Council of Education, I am directed to request the favour of your kindly furnishing to me, at your early convenience, in as much detail as possible, the information required in the accompanying tabular form, to enable the Council to judge of the actual present state of the Institutions now transferred to their general superintendence.

I have, &c.,

(Signed) Fred. J. Mouat, M. D.,

Secretary, Council of Education.

Fort William, 19th April 1852.

VERNACULAR SCHOOL AT

Village, Pergunnah, and Zillah in which the school is situated.	Probable population of the village	Number and average of boys in the school.	Caste of the boys	Occupation or station in life of their fathers.	Situation, nature and extent of accommodation afforded by the school house.

Masters, their name, age, caste, salary, place of education, and length of service in the department, &c.	Number of classes in the school; amount (in time) of instruction given to each.	Books read in the different classes.	Schooling Fees, amount paid by each boy, principle regulating it, mode of collection, &c.	Remarks.

CIRCULAR No 5.

From the Secretary, Council of Education, to all the Collectors.

SIR,—As it appears from Circular Orders issued by the Sudder Board of Revenue, that the Government have determined to incur no other expenditure on account of the Vernacular Schools, than the assigned salaries of the teachers, and that all contingencies and extra allowances are to be liquidated from the Schooling fees realized, I have the honor, by direction of the Council of Education, to request that, in future, whenever contingent bills for such items are submitted, you will be so kind as to forward with them a statement of the fees collected during the month to which the bills refer.

Should the contingencies exceed the amount collected, the Council will be unable to sanction their liquidation, as the Education funds cannot at present bear any extra charge. It is advisable, therefore, to take care that the contingencies never exceed the sum total of the schooling fees realized

I have, &c.,

(Signed) FRED. J. MOUAT, M D.,

Secretary, Council of Education.

Fort William, 29th April 1852.

CIRCULAR No. 6.

No. 2648.

From the Assistant Accountant to the Government of Bengal to the Secretary to the Government of Bengal.

SIR,—With reference to the orders noted in the margin, transferring the Government Vernacular Schools from the control of the Board of Revenue to that of the Council of Education, I have the honor to state that, besides the charges for the schoolmasters' salary, debited to the General Education Funds, the other charges connected with the Vernacular Schools, such as rewards to deserving schoolmasters, contingencies, construction and repairs of buildings, have hitherto been paid from the assets of the schools, consisting of tuition, fees and subscriptions.

Orders conveyed in Mr. Under-Secretary Seton-Karr's letter, No. 150, dated 5th March 1852.
Circular Orders of the Board of Revenue, Lower Provinces, No. 4, dated 19th idem.

2nd. These assets and charges have been exhibited in the local accounts under a separate head, styled "Deposits on account of Vernacular Schools," and the disbursements from the fees admitted on the authority of bills passed by the Board of Revenue, the Collector's or Payee's receipts being the usual vouchers for all other payments. I presume, however, that under the recent arrangement all the assets should be credited direct to the Council of Education, and the charges, like all other Education charges, be passed by the Civil Auditor.

3rd. I have the honor, therefore, to represent the case for such intimation to the Council, and to the Civil Auditor, or for the issue of such orders as may be considered necessary.

I have, &c.,
(Signed) W. MAPLES,
Asst. Acct. to the Govt. of Bengal.

FORT WILLIAM,
Accountant's Office, Revenue Department,
The 14th April 1852.

No. 238.

From the Under-Secretary to the Government of Bengal to the Assistant Accountant to the Government of Bengal.

SIR,—I am directed by the Most Noble the Governor of Bengal to acknowledge the receipt of your letter, No. 2648, dated the 14th instant, stating that contingent charges of the Government Vernacular Schols have hitherto been paid out of the assets of those Institutions, consisting of tuition fees and subscriptions on bills passed by the Board of Revenue, and requesting to know whether, under the recent arrangement sanctioned, it is intended that all assets should be credited direct to the Council of Education and charges be passed by the Civil Auditor.

Education.

2nd. In reply, I am directed to state, that it is the intention of Government that all the assets of the Vernacular Schools should be credited to the Council of Education, and all charges connected with those Institutions should be passed by the Civil Auditor. A copy of the correspondence has been sent to the Council of Education and the Civil Auditor.

I have, &c.,
(Signed) J. W. DALRYMPLE,
Under-Secy. to the Govt. of Bengal.

Fort William, 22nd April 1852.

No. 239.

Copy of the Assistant Accountant's letter, and of the reply, transmitted to the Council of Education for information.

(Signed) J. W. DALRYMPLE,
Under-Secy. to the Govt. of Bengal.

Copies forwarded to all the Collectors.

(By order,)
FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Fort William, 7th May 1852.

CIRCULAR No. 7.

From the Secretary, Council of Education, to the Secretaries Local Committees of Public Instruction, Zillah Schools.

SIR,—I am directed to inform you, for the guidance of the Local Committee at , that the following changes in the system of examination for junior scholarships have been adopted by the Council of Education, and are to be carried into effect from and after the present annual examination.

1. The junior scholarship examinations of the various Zillah Schools under the charge of the Council of Education are to be conducted entirely by the Local Committee presiding over each school.

2. The questions are to be set, and the answers to be examined by the Members of the Local Committee, in strict accordance with the existing regulations on the subject.

3. The following are the rules now in force respecting the scholarships referred to :

" The examiner will fix an uniform standard of value for each question, according to its importance : a perfectly correct and complete answer will obtain the full number of marks attached to the question, an imperfect answer will obtain a part only of the full number in proportion to its approximation to correctness and completeness. At least 50 per cent. of the aggregate number of marks, attached to an entire set of examination questions, will be necessary to entitle a student to a junior scholarship."

4. The questions to be set are to be strictly limited to the subjects contained in the junior scholarship standard of studies of the present year, *viz.* :

LITERATURE.

Prose.—Moral Tales, (Encyclopædia Bengalensis No. X.)
Poetry.—Selections from Pope, Prior and Akenside, Poetical Reader No. III., Part II., (last edition.)
History.—Keightley's History of England.
Grammar.—Crombie's Etymology and Syntax, Part III.
Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI and XI.
Algebra, to the end of Simple Equations.
Arithmetic.

BENGALI.

Eshwar Chunder Shurma's Betalpunchabinsatee, (Second Edition.)
Bengali Grammar.

5. The dates of the examinations in the different subjects will be fixed by the Council of Education, and communicated in the usual printed circular.

6. All the necessary precautions to prevent unfair practices are to be strictly observed, and as the decision in regard to the award of junior scholarships by the Local Committees will be final, the Council trust that the utmost care will be taken to pass none who do not fully reach the standard.

7. The Local Committee will send in their returns and reports of the examinations within, at the utmost, three weeks from the time of their conclusion, in order that the successful candidates may have time to join the central college by the opening of the new session.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,

Secretary, Council of Education.

Fort William, 8th July 1852.

CIRCULAR No. 8.

From the Secretary, Council of Education, to all the Collectors.

SIR,—I have the honor to inform you that instructions have been received from the Government to write off to profit and loss all outstanding claims for the purchase of books against the Vernacular Schools, and to open a new account for the future supply of such books as may be necessary.

2. To enable the Book Agent to carry this order into effect, I shall feel obliged by your returning to his store all books formerly supplied that are not in use and are not likely to be used, in order that he may sell them and carry the amount realized to the credit of the Education Funds.

3. You will be so good in future as to indent only for such works as are laid down in the scheme of study for Vernacular Schools, already communicated in the orders of the Sudder Board of Revenue.

4. Should you desire to extend the course referred to, the special sanction of the Council of Education must be obtained to authorize the supply of any new works that may be recommended.

5. The masters in charge of the schools are to be entrusted with the sale of the books for ready money payments only, and will be so good as to deduct an allowance of 5 per cent. from all sums paid to you for remission to this Agency, which amount of deduction is to be made over to the masters, as a commission for the trouble and responsibility involved in the operation referred to.

6. All drafts remitted to the Book Agency are to be accompanied by a list of the books sold and the realized cost of each, with the amount of the deduction specified.

Such maps in Bengali as are already, or may be hereafter published, will be supplied on indent as usual.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,

Secretary, Council of Education.

Fort William, 10th July 1852.

CIRCULAR No. 9.

From the Secretary, Council of Education, to all the Colleges and English and Vernacular Schools under the Council of Education, 46 in number.

SIR,—I am directed by the Council of Education to request the favor of your furnishing, at your early convenience, the statistical information required

by the following list of subjects, in the order specified in the accompanying blank tabular forms :

1. The number of pupils at your school from its establishment to the end of the last academic session, each year being kept distinct.
2. Cost of establishment and contingencies for the same period, year by year.
3. Schooling fees realized in each year.
4. Average cost of educating each pupil, also year by year.
5. Number of junior and senior scholarshipholders, year by year.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Fort William, 12th July 1852.

---

1. *Number and Religion of Boys.*

Years.	NUMBER AND RELIGION.					Remarks.
	Christians.	Hindus.	Moohummudans.	Other Denominations.	Total.	
Total, ...						

2. *Cost of Establishment and Contingencies.*

Years.	Establishment Charges.	Contingencies.	Total.
Total, ...			

3. *Schooling Fees realized.*

Years.	Schooling Fees realized.	Total.
Total, ...		

Average Cost of educating Pupils.

Years.	Average cost of each Pupil borne on the Rolls.	Total.
Average annual cost per year, ...		

No. of Senior and Junior Scholarship-holders.

Years.	No. of Senior Scholarship-holders.	No. of Junior Scholarship-holders.	Total.
Total, ...			

CIRCULAR No. 10.

From the Secretary, Council of Education, to the Secretaries Local Committees of Public Instruction, Zillah Schools.

SIR,—I have the honor to state, for your information and future guidance, that the Council, with a view to equalize the Books Prize and Contingent allowances of the various Zillah Schools under their control, have been pleased to re-distribute the funds, and fix the allowances according to the scale noted in the margin.

Book allowance,	Rupees	22
Prize, ...	„	7
Contingent, ..	„	11

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Fort William, 7th July 1852.

CIRCULAR No. 11.

From the Secretary, Council of Education, to all the Colleges and Schools.

SIR,—With reference to the circular issued from this office last year, on the subject of preparing the annual reports of schools, I have the honor, by direction of the Council of Education, to request that you will adhere to the instructions therein contained in drawing up the annual statements of the College or School.

The order of subjects to be observed in the preparation of the report is the same as before, and is re-printed for readier reference, *viz* :

1. Name and date of establishment of the College or School.
2. Local Committee.
3. Instructive Establishment.
4. Tabular list of pupils, exhibiting their number, caste, &c.
5. Statement exhibiting the number of scholarship-holders, and pay and free scholars
6. Statement exhibiting the number of students studying different languages.
7. Local receipts and disbursements
8. Schooling Fees realized during the year.
9. A brief narrative of the changes which have occurred during the session.
10. Suggestions respecting the studies, internal economy, or any other matters connected with the College or School, which the Local Authorities wish to bring to the notice of the Council.
11. An account of donations for prizes or other purposes made to the College or School, with the names of the donors.
12. A brief abstract of the result of the examinations of the various classes, exhibiting in the margin the studies of the class, and detailing the average age, and general progress of the pupils, with the names of those recommended for prizes.
13. The state of the Library.
14. The state of the College or School buildings.

Printed forms of tabular statements, marked 3, 4, 5, 6 and 7, are herewith enclosed.

I have, &c.,

(Signed) FRLD. J. MOUAT, M. D,

Secretary, Council of Education.

Fort William, 30th August 1852.

TABULAR FORMS REFERRED TO IN CIRCULAR No. 11.

Establishment of the as on the 30th September 1852.

Names.	Designation.	Amount of Salary.	Date of Appointment.

Statement exhibiting the Number, Religion, &c., of the Pupils of the as on the 30th September 1852.

Institution.	Number of Pupils.	Christians.	Moohummudans.	Hindus.	Remarks.

Statement exhibiting the Number of Scholarship-holders and Pay and Free Pupils of the———as on the 30th of September 1852.

Scholarship-holders	Free Scholars.*	Pay Pupils.	Free Pupils.	Total.	Remarks.

Local Receipts and Disbursements.

Resources of Annual Income.					Nature of Charges.	Actual Charges for 1851-52.		Remarks.
Separate Fund.	Assignment from Parliamentary Grant.	Total.		Establishment and Expenses as fixed by Government, dated		Items.	Total.	

* Free scholars are those qualified for scholarships for whom there were no vacancies.

Statement exhibiting the Number of Students studying different languages in the ——— as on the 30th September 1852.

Sanscrit.	Arabic and Persian.	English	Urdu.	Bengali.	Remarks.

CIRCULAR No. 12.

From the Secretary, Council of Education, to all the Colleges and Schools.

SIR,—I have the honor, by direction of the Council of Education, to state, for your information and guidance, that the Dusserah vacation of this year will commence from and after the date of the Mohaloyah, and last only 35 days from that date, *viz.*, from the 13th of Oct. to the 16th of Nov., inclusive.

I have, &c.,

(Signed) FRED J. MOUAT, M. D.,
Secretary, Council of Education.

Fort William, 7th October 1852.

CIRCULAR No. 13.

From the Secretary, Council of Education, to all the Colleges and Schools, Magistrates and Collectors.

SIR,—I have the honor, by direction of the Council of Education, to forward herewith 4 copies of a printed notification in Bengali, relative to the Bengali class of the Medical College, and to request that you will be so kind as to make its contents known as generally as possible within your district.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Fort William, 7th October 1852.

CIRCULAR No. 14.

From the Secretary, Council of Education, to all the Colleges and Schools.

SIR,—I have the honor to request that you will be so good as to forward to this office the questions proposed to, and answers of the most proficient candidates for English scholarships at the last examinations, in order that they may, as in all former years, be filed for reference in this Office.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Fort William, 2nd November 1852.

CIRCULAR No. 15.

From the Secretary, Council of Education, to all the Colleges and Schools.

SIR,—I have the honor, by direction of the Council of Education, to draw your attention to paragraph 3 of printed Circular, dated 15th May 1850, directing the annual report "to be furnished at the latest within 15 days of the close of the session," and to request that you will be so good as to forward the same with the least possible delay to this office, as I am to be engaged on a tour of inspection during the first week of December next, and all the reports must be printed before that time.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,

Secretary, Council of Education.

Fort William, 4th November 1852.

CIRCULAR No. 16.

From the Secretary, Council of Education, to all the Colleges and English and Vernacular Schools.

SIR,—I am directed by the Council of Education to inform you, that the Secretary to their body will proceed on a tour of visitation and inspection early in January next.

The Council believe that in the beginning of a new session, few, if any, references to them will be necessary, and request that all matters provided for in the regulations of the department, may be determined at once by the Local Authorities, and that none but very urgent matters, and the usual monthly bills be forwarded to Calcutta until Dr. Mouat's return, about the end of February 1853.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,

Secretary, Council of Education.

Fort William, 12th November 1852.

Result of the Senior Arabic Scholarship Examination of the CALCUTTA MUDRISSA *for* 1851-52.

Number.	Names.	SUBJECTS.							Remarks.
		Algebra.	Euclid.	Translation.	Logic.	Mulnaqubbee.	Hedayah.	Total.	
1	Gholam Rubbanee,.....	0	16	14	12	20	20	82	Recommended for Senior Scholarships of Rs. 20 each.
2	Abdool Qadir,.....	5	14	10	11	19	19	78	
3	Dizrool Fiqar Haydar, ...	0	15	9	9	20	20	73	
4	Gholam Surwar,.....	0	18	12	3	10	19	62	
5	Khubeeroodeen, ...	0	12	8	9	12	18	59	Recommended for Senior Scholarships of Rs. 15 each.
6	Haseebooddeen, ...	0	9	12	10	11	16	58	
7	Sharafut Allah, ...	0	10	4	12	9	16	51	
8	Wujhoollah,.....	0	10	5	0	16	16	47	
9	Abdoor Ruhman,.....	4	10	8	7	9	8	46	
10	Inamooddeen, ...	0	5	5	4	5	12	31	
11	Ashabooddeen, ...	0	6	4	4	8	9	31	
12	Gholam Mukhdoom, ...	0	3	5	5	8	9	30	
13	Abdool Waheed, ...	0	8	4	3	12	3	30	Excluded from Scholarships.
14	Ilahie Bukhsh,.....	0	2	7	2	6	12	29	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Appendix E.

Result of the Junior Arabic Scholarship Examination of the CALCUTTA MUDRISSA *for* 1851-52.

Number.	Names.	SUBJECTS.						Remarks.
		Translation.	Arithmetic.	Nufutool Yuman.	Law.	Grammar.	Total.	
1	Abdoollah (Silhetie,)...	8	None answered any of the questions.	18	17	16	59	Recommended for Jr. Scholarships.
2	Gholam Akbar, ...	8		15	18	16	57	
3	Obeydoollah, ...	8		13	18	18	57	
4	Moohummud Ibrahym, ...	13		19	14	8	54	
5	Abdoor Rusheed, ...	4		19	12	17	52	
6	Kamur Alee, ...	7		19	9	16	51	
7	Abdool Humeed (of Kamarlah,)	6		12	13	14	45	
8	Mahfooz Rubby, ...	10		12	12	10	44	
9	Khoda Bukhsh, ...	10		13	8	13	44	
10	Abdoor Rawuf, (of Beerbhoom,)	7		14	14	8	43	
11	Abdool Hukeem, ...	14		12	12	5	43	
12	Ruhmutoollah, ...	12		7	10	10	39	
13	Imdad Alee, ...	1		14	16	7	38	
14	Aslahooddeen, ...	7		12	10	8	37	
15	Abdool Mujeed, (of Islamabad,)	8		8	7	12	35	
16	Moohummud Hatim, ...	7		8	6	13	34	
17	Basarutoollah, ...	4		7	15	6	32	
18	Albah Midnassury,...	4		8	7	7	26	
19	Ahsanoor Riza, ...	3		10	12	1	26	Excluded from Scholarships.
20	Nofeesooddeen, ...	3		8	12	3	26	
21	Abdool Mujeed, (of Burdwan,)	7		5	8	4	25	
22	Afsarooddeen, ...	4		9	10	2	25	

Number.	Names.	SUBJECTS						Remarks.
		Translation.	Arithmetic	Nufutool Yuman.	Law	Grammar.	Total.	
23	Moohummud Sajıel, ...	4	None answered any of the questions.	9	8	4	25	Excluded from Scholarships
24	Mahboob Alee, ...	3		7	8	7	25	
25	Bahaoodeen of Dacca, ...	2		12	10	0	24	
26	Meer Ahmud Alee, ...	2		8	6	7	23	
27	Othman Alee, ...	5		4	2	8	19	
28	Khadım Hossein, ...	4		4	8	3	19	
29	Bahaooddeen, (of Burdwan,)	1		4	6	4	15	
30	Moohummud Basheer Allah, ...	8		7	0	0	15	
31	Gholam Wajıd, ...	2		8	4	0	14	
32	Aleemooddeen, ...	2		9	2	0	13	
33	Obaydool Huqq, ...	0		9	0	0	9	
34	Ameer Hyder, ...	0		7	0	0	7	
35	Irefan Alee, ...	2		0	0	4	6	

FRED. J. MOUAT, M D,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the CALCUTTA MUDRISSA *for* 1851-52.

Number.	Names.	SUBJECTS.								Remarks.
		Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
1	Mohomed Ali, ...	18	26	10	6	14	36	34	144	Unsuccessful.
2	Ghulam Surwar, ...	18	20	4	18	5	30	45	140	
3	Nujim Odim, ...	22	19	10.5	15	27	10	36	139·5	
4	Aladad Khan, ...	26	30	8.5	14	12	12	23	130·5	
5	Nusseer Odin, ...	20	16	7.5	7	8	24	37	119·5	
6	Munzoor Ahmed, ...	28	15	9.5	3	13	18	32	118·5	
7	Sobham Buksh, ...	24	16	0.75	5	5	26	32	108·75	
8	Maboob Jan, ...	28	15	0	2	7	12	32	106	
9	Abdoollah, ...	36	12	5	0	3	8	40	102	
10	Imdad Ali, ...	24	17	2.5	3	5	16	22	89·5	
11	Fyazoddeen, ...	22	12	0	0	3	24	19	80	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the RUSSAPUGLAH SCHOOL *for* 1851-52.

Number.	Name.	SUBJECTS.								Remarks.
		Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
1	Prosono Coomer Ghose, ...	16	17	8·5	7·5	12	18	20·5	99·5	Unsuccessful.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Senior Scholarship Examination of the HINDU COLLEGE *for* 1852.

Number.	Names.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FIRST CLASS.										
1	Mohendro Lall Shome, ...	2 years,	46	48	61	58	66·5	45	8	332·5	Retains.
	SECOND CLASS.										
2	Radha Gobind Doss, ...	1 year,	44	36·4	72	83	56	37·5	10	338·9	Retain Senior Schps.
3	Bromo Mohun Mullick, ...		38	30	69	70	51·5	35	16	309·5	
4	Protap Narain Sing, ...		35	42	39	54	55	35	32	292	
5	Taruck Nath Mullick, ...		27	42	60·5	68·5	57	27·5	8	290·5	
6	Rajender Nath Mitter, ...		27	42	41	59·5	56	27·5	18	271	
7	Judoonath Mitter, ...		35·5	30	9·5	39	55	37·5	12	218·5	Forfeit.
8	Joykisto Chunder, ...		27	30	29	49·5	42·5	25	5	208	
9	Bolie Chand Goopto, ...		19	21·6	27	46	57·5	25	5	199·1	Unsuccessful.
10	Gungadhur Kurmoker, ...		23	18	12	42	42	25	8	170	
	THIRD CLASS.										
1	Dinobhundoo Mitter, ...	1 year,	38	36	54·5	51	55	22·5	30	287	Gain Senior Schps.
2	Mohendro Loll Sircar, ...		38·5	42	44·5	65	44·5	27	10	271.5	

Number.	Names.	Year in the Class	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	THIRD CLASS.										
3	Tarucknath Sein, ...	1 year,	27	33·6	61·5	68	49·5	20	7	266·6	Gain Senior Schps.
4	Dinonath Mitter, ...		37	36·4	40·5	49	43·5	25	20	251·4	
5	Sreenath Acharjee, ...		30·5	30	51·5	44	49·5	25	10	240·5	Forfeit.
6	Ashotosh Dhur, ...		29·5	30	41	54	45	22·5	10	232	
7	Kedarnath Bose, ...		[illegible]	33·6	27·5	33	48·5	28	20	215·6	
8	Doorga Churn Sein, ...		25	33·6	36	34	44·5	25	10	208·1	
9	Hem Chunder Mozundar, ...		36·5	42	15	17	49·5	32	15	207	Unsuccessful.
10	Morally Dhur Sein,...		42·5	45·6	11	6·5	48	32	20	204·6	Forfeits.
11	Omes Chunder Dutt, ...		46	33·6	13	16·5	49·5	30	0	188·6	Unsuccessful.
12	Gopaul Chunder Mitter, ...		28	24	23	36	46	20	5	179	Forfeit.
13	Benaick Chunder Chatterjee, ...		21	36·4	12·5	14	39·5	25	28	176·4	
14	Nobo Gopaul Ghose, ...		28	42	16	16·5	41	22·5	5	171	
15	Gopaul Chunder Bysack, ...		22·5	26·4	35	29	25	22	0	159·9	
16	Shama Churn Chowdry, ...		22	26·4	13	25·5	38 5	25	10	159 9	
17	Soshee Boosun Banerjee, ...		26	33·6	11	22·5	29	18	10	150·1	Unsuccessful.
18	Sham Lall Mitter, ...		17	30	4·5	13·5	26·5	20	22	133·5	

Number.	Names.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	Fourth Class.										
1	Suddonundo Banerjee, (B. School,)	1 year,	35·5	36	55	54·5	53	30	30	294	Gains a Senior Schp. in 3rd class.
2	Toolsee Doss Seal, ...		44	36	58	59	53	25	15	290	Gains a Junior Schp.
3	Dwarkanath Chuckerbutty, ...		51·5	42	50	48·5	53·5	30	6	281·5	Retain Junior Schps.
4	Beer Chunder Mitter, ...		44	30	56	42·5	46	32	25	275·5	
5	Teen Cowree Ghose, ...		25	36	66	51·5	35·5	22	18	254	
6	Bholanath Paul, ...		41	36	61	30·5	53	27	2	250·5	Retains Free Schp.
7	Chunder Kant Sein, (B. School,)		35·5	28·8	42	34	47	25	34	246·3	Forfeits Junior Schp.
8	Debendro Deb Doss, Ditto, ...		38	26·4	43·5	51·5	52	27·5	7	245·9	Forfeit Free Schps.
9	Siddessur Doss, Ditto, ...		35	30	48	39·5	52	24	16	244·5	
10	Herumbo Chunder Chowdry, ...		42	32	55	27	51·5	28	8	243·5	
11	Russick Loll Pyne, ...		38	42	36	26	37·5	26	8	211·5	Unsuccessful.
12	Gopeenath Mookerjee, ...		30	21·6	48	39	32·5	20	16	207·1	
13	Toolsee Doss Dutt, (B. School,) ...		34·5	26·4	31	18	47	27·5	12	195·4	Forfeits Free Schp.
14	Ram Bromo Chuckerbutty, ...		42·5	18	23	12	42	25	27	189·5	Forfeits Junior Schp.
15	Khetter Chunder Mitter, ...		27·5	26·4	34	25	38·5	30	5	186·4	Unsuccessful.
16	Omes Chunder Banerjee, ...		23·5	24	39·5	25	34·5	25	12	183·5	Forfeit Free Schps.
17	Romanath Bose, ...		26·5	24	19	25	45·5	28	14	182	
18	Nobin Chunder Sein, ...		37·5	36·4	28	16	35	25	4	181·9	

Number.	Names.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	FOURTH CLASS.—*(Contd.)*										
19	Mutty Lall Mitter, ...	1 year,	26	18	24	25	29	20	30	172	
20	Raj Coomar Chwodry, ...		32	24	22	22	37·5	20	12	169·5	Forfeits Free Schp.
21	Kedarnath Banerjee, ...		31	36	28·5	9·5	35	22·5	7	169·5	Unsuccessful.
22	Soorjo Narain Sein, ...		27	18	16	4	28	26	32	151	Forfeit Free Schps.
23	Kassee Prosunno Mitter, ...		34	33·6	7·5	11	40	20	4	150·1	
24	Denonath Mookerjee,..		21	30	24·5	12·5	33·5	20	7	148·5	
25	Proonath Dutt, ...		28·5	33·6	15	6·5	30·5	23	10	142·1	
26	Dwarkanath Ghose, ...		36	24	0	6	28·5	25	18	137·5	Forfeits Free Schp.
27	Omes Chunder Mozoomdar, ...		24	30	4	7	38	20	2	125	Unsuccessful.
28	Gopaul Chunder Banerjee, ...		15	18	18	5	28·5	15	15	114·5	
29	Jogendhur Chunder Bysack, ...		23	21·6	7	8	22·5	25	5	112·1	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the HINDU COLLEGE *for* 1851-52.

Number.	Names.	SUBJECTS. Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	Remarks.
1	Denonath Gangolee, ...	32	42	15·5	37·5	35	40	47·25	249·25	Gain.
2	Hemchunder Dutt, ...	40	43	14·25	21	40	36	47	241 25	
3	Shamlall Paul, ...	30	43	25	37	19	36	45	235	
4	Hurrynath Buttacherjee, ...	30	28	35	21·5	43	30	39·25	226 75	Retains Free Schp.
5	Sreenath Mitter, (Baraset,) ...	20	30	27	36	34	32	40	219	Gain.
6	Calidoss Chatterjee, ...	28	22	21	28	45	30	43·5	217 5	
7	Jodonath Ghose, ...	28	30	11	40·5	33	24	47·75	214·25	Gain Free Schp.
8	Chundercoomer Paul, ...	26	38	18	24·5	38	16	44 75	205 25	
9	Dwarkanath Sein, ...	32	28	12·5	30	21	38	40·25	201 75	
10	Gopaulchund Bose, ...	28	30	10·5	39·5	18	30	43 75	199·75	
11	Hurrymohun Banerjee, ...	32	27	17	26	29	24	42	197	
12	Kasseenath Ghose, ...	30	34	25	17·5	22	40	26	194·5	Retains Free Schp.
13	Judonath Sein, (Barrackpore,)	32	37	20	9·5	18	30	46	192·5	Gain Free Schp.
14	Ausotosh Dutt, ...	40	28	9	32	15	20	39·5	183 5	
15	Gopal Chunder Sircar, ...	26	26	13	27	17	30	40	182	Retains Free Schp.
16	Denonath Sett, (Baraset)	38	27	8	20	10	36	42·5	181·5	Gain Free Schps.
17	Bhoyrub Chunder Banerjee, ...	34	27	6·5	21	9	36	47·5	181	

Number.	Names.	SUBJECTS.								Remarks.
		Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
18	Basso Deb Buttacharjee, ...	28	24	9	28·5	23	34	30·75	177·25	Retains Free Schp.
19	Nilmadhub Bose, (Baraset,) ...	36	25	15	13·5	6	34	46·5	176	Gains Free Schp.
20	Joy Gopaul Laha, ...	30	20	26	30·5	10	20	38	174·5	
21	Probath Chunder Ghose, ...	30	22	16	26	15	24	41	174	
22	Mutty Laul Chatterjee, ...	24	25	19	22·5	9	26	44	169·5	
23	Grish Chunder Mookerjee, ...	32	24	11	11	34	20	36	168	
24	Gokoolnath Chatterjee, ...	30	30	14	13	8	22	44·5	161·5	
25	Mohendronath Dutt, ...	34	24	10	16	15	26	32·75	157·75	Unsuccessful.
26	Bhobun Chunder Dutt, ...	20	18	9	17	13	32	27·25	136·25	
27	Sutta Nundo Ghosal, ...	28	16	0·25	3	7	16	35·5	105·75	
28	Horo Chunder Holder, ...	18	13	2.05	1	8	12	25	77·25	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the HINDU COLLEGE BRANCH SCHOOL *for* 1851-52.

Number.	Names.	SUBJECTS.								Remarks.
		Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
1	Koylas Chunder Mitter, ...	34	40	21	31	17	28	38	210·5	} Gain.
2	Jodo Gopaul Bose, ...	38	30	19	27	11	24	41	190·5	
3	Chonee Laul Mullick, ...	28	30	10	29	10	24	36	167	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the BARRACKPORE SCHOOL *for* 1851-52.

Number.	Names.	SUBJECTS.								Remarks.
		Reading.	Literature.	Mathematics.	Geography.	Grammar.	History.	Vernacular.	Total.	
1	Budden Chunder Chowdree, ...	30	28	22	11	30	26	23·75	170·75	Unsuccessful.
2	Bholanath Mookerjee.	34	23	6·5	16	24	20	21·25	144·75	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the HOWRAH SCHOOL *for* 1851-52.

Number.	Names.	SUBJECTS.								Remarks.
		Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
1	Denobundo Dutt, ...	24	34	34	27	25	36	36·5	216·5	Gains.
2	Gopaul Chunder Mullick, ...	26	30	22	23	12	20	30·5	163·5	Unsuccessful.
3	Dwarkanath Banerjee, ...	24	29	27	26·5	9	18	22·75	156·25	
4	Bholanath Banerjee, ...	26	25	19	27	16	16	25	154	
5	Prosono Coomer Chatterjee, ...	24	24	18	15·5	9	28	28	146·5	
6	Luckinarian Daug, ...	28	22	9	18	10	22	31·75	140·75	
7	Nobo Coomer Roy, ...	22	20	11	10·5	5	24	23·25	115·75	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the OOTERPARAH SCHOOL *for* 1851-52.

Number.	Names.	SUBJECTS.								Remarks.
		Reading.	Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
1	Mohendernath Banerjee, ...	32	24	16	14	13	28	35	162	Unsuccessful.
2	Horish Chunder Banerjee, ...	32	30	20	12	11	26	24	155	
3	Guya Nundo Mitter, ...	28	16	23	11	13	16	37·5	144·5	
4	Bejoynath Chatterjee, ...	40	23	15	5·5	8	18	33	142·5	
5	Nilmoney Banerjee, ...	36	19	16·5	5·5	8	20	30·5	135·5	
6	Cali Kissen Ghose, ...	28	21	14·5	19·5	3	24	25·5	135·5	
7	Kamekanath Auchejee, ...	24	23	8	16	11	26	26·5	134·5	
8	Calidoss Mookerjee, ...	26	25	17	12	5	24	24·5	133·5	
9	Mommohun Dutt, ...	28	18	14·25	7	9	18	29	123·25	
10	Nilmoney Mokerjee, ...	34	23	6	4	2	14	25	108	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Senior Scholarship Examination of the HOOGHLY COLLEGE *for* 1852.

Number.	Names.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FIRST CLASS.										
1	Dwarkanath Mitter, ...	1 year,...	42·5	48	44	42	66·5	40	20	303	Retain Senior Schps.
2	Poorno Chunder Shome,.....		37	42	35·5	34	60	40	3	251·5	
3	Kedarnath Dutt, ...		26·5	36	34	46	47 5	32	22	244	
4	Khetternath Addy, ...		27	36	6·5	23·5	58·25	32	27	210·25	Forfeits.
	SECOND CLASS.										
1	Prosono Coomar Mozoomdar,	1 year,...	34	42	22	34	55	32·5	5	224 5	Retain.
2	Nobinchunder Ghose, ...		27	24	35·5	39	39·5	30	15	210·0	
3	Bunko Behary Bose, ...		29 5	21·6	18·5	2	41·5	35	6	154·1	Forfeit.
4	Tacoordoss Rukhit, ...		18	18	34	20	30	22·5	8	150·5	
	THIRD CLASS.										
1	Neel Chunder Banerjee,.....	1 year,...	31	30	28	32	45	30	20	216	Gain.
2	Hurry Sunker Dutt, ...		41	42	14·5	18	38·5	30	32	216	
3	Womachurn Holdar, ...		27	33·6	24	37·5	45·5	27·5	7	202·1	Forfeits.
4	Shama Churn Ghose, ...		23	24	32	36·5	42·5	20	6	184	Junior Schp. lapses.

Number.	Names.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	THIRD CLASS.—*(Contd.)*										
5	Rajendhur Roy, ...	1 year, ...	29	30	15	24	44	20	12	174	Unsuccessful.
6	Banee Madhub Ghose, ...	2 years, ...	27	36	23·5	13	39·5	25	8	172	
7	Russick Lall Bose, ...	1 year,...	20	30	21	17·5	40	20	14	162·5	
8	Ughore Chunder Mookerjee,		24·5	18	21	14 5	36	27·5	14	155·5	
9	Waris Ali, ...		28	26·4	4·5	8	22	27·5	26	142·4	Junior Schp. lapses.
	FOURTH CLASS.										
1	Bipprodoss Mitter, ...	2 years, ...	44	36·4	54·5	40·5	47	27	8	247·4	Unsuccessful.
2	Callidoss Mookerjee, ...	1 year,...	38·5	36	47	30·5	46·5	25	5	228·5	Forfeit.
3	Khetternath Bose, ...		29·5	21·6	43	34	38	23	16	225·1	
4	Mohendronath Bose, ...		33	26·4	51	42·5	44	25	0	221·9	
5	Modoosodun Roy, ...	2 years,..	35	36	34	19	51·5	33	10	218 5	Unsuccessful.
6	Koylas Chunder Ghose,.....		30	36	40	34	45·5	20	5	210·5	Forfeits.
7	Chundy Churn Banerjee, ...	1 year, ...	30·5	26·4	55	27	41	16	12	207 9	
8	Nilmoney Ghose, ...	2 years, ...	22	24	49	40·5	41·5	22	8	207	Unsuccessful.
9	Bhuggobun Chunder Dutt,	1 year, ...	28	36	41	14	31·5	25	25	200·5	Forfeits.
10	Mothoornath Babu, ...	2 years,..	36 5	30	26	22 5	40	28	16	199	Unsuccessful.
11	Kanyelall Shome, ...		25	26·4	49	38·5	37·5	15	3	194·4	

Number.	Names.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	FOURTH CLASS.—*(Contd.)*										
12	Beepin Behary Bose, (Zemindary,) ...	1 year, ...	33	26·4	35	12	42·5	26	10	184·9	Forfeits.
13	Shama Churn Chowdry,.....	2 years,..	33	26·4	37	11·5	40 5	22	10	175·6	Unsuccessful.
14	Kedarnath Chatterjee, ...	2 years,..	26·5	30	29	12	38·5	26	12	174	Unsuccessful.
15	Judoonath Ghose, ...	1 year, ...	27·5	21·6	29	8·5	43	28	15	172·6	Forfeits.
16	Heraloll Dutt, ...	2 years,..	34·5	30	9	14	41·5	25	7	161	Unsuccessful.
17	Peary Mohun Dutt, ...	2 years,..	22	33·6	22	16	42	18	6	159·6	Unsuccessful.
18	Bisto Chunder Banerjee, ...	1 year,...	29	24	30	abst.	36·5	18	20	157·5	Forfeit.
19	Gopaul Chunder Bose, ...	1 year,...	30·5	30	30	do.	38	20	8	156 5	Forfeit.
20	Shib Chunder Roy, ...	1 year,...	25·5	21·6	27	4	31	18	8	139·9	Forfeit.
21	Womesh Chunder Ghose, (Zemindary,)	1 year,...	25·5	24	28	10	23·5	17	0	128	Forfeit.
22	Mooktaram Ghose, ...	1 year,...	21·5	30	20	abst	28	20	4	123·5	Forfeit.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the HOOGHLY COLLEGE *for* 1852.

Number.	Names.	Number of Years in the Class.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Literature.	Reading.	Translation.	Total.	
1	Shamachurn Doss, (Midnapore School,)...	1 year,...	31	36	23	38·5	25·5	27	31	212	Retains Free Schp.
2	Radhagobind Mullick, ...		30·5	34	27	36	24·5	22·5	31·5	206	Gain.
3	Eshanchunder Mitter, ...		29	27	18·5	34·5	26·5	31·5	33·5	200·5	
4	Shamlall Shome, ...		27	27	33	41	12	27	30·5	197·5	
5	Rajendro Mullick, (Branch School,)		25	29	36	41	13	22·5	21·5	188	Retains Junior Schp.
6	Gopaulchunder Bose, ...		23	29	32	28·5	18	22·5	31·5	184·5	Gain Junior Schps.
7	Pertabchunder Banerjee, ...		27·5	34	19·5	31·5	15·5	27	26	181	
8	Romeshchunder Chatterjee, (Bancoorah School,)		31·5	32	23	26	20	22·5	24·5	179·5	Retains Junior Schp.
9	Unnodaprosad Ghose, ...		24	28·5	21	26·5	19	27	31	177	Gains Junior Schp.
10	Rajnarain Chuckerbutty,...		29	21·5	22·5	27	13·5	27	32	172·5	
11	Bhoobunmohun Chatterjee, ...		25·5	14	22	33	17·5	31·5	24	167·5	
12	Moosah Ali, ...	2 years, ...	30.5	17	9·5	24	27	27	31	166	
13	Bhobanychurn Dhur, ...	1 year,...	26	22·5	23·5	21·5	8·5	27	32·5	161·5	
14	Tarukchunder Banerjee,...		25·5	33	24	26·	12	18	20	158·5	
15	Debnarain Prodhan, ...	2 years, ...	23·5	21	15	32 5	11	22·5	31·5	157	

Number.	Names.	Number of Years in the Class.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Literature.	Reading.	Translation.	Total.	
16	Dwarkanath Bose, ...	1 year,...	19·5	24	11·5	27	11	27	31·5	151·5	
17	Jodoonauth Misree, (Midnapore School.)		23·5	21	17·5	21·5	11	22·5	31·5	148 5	Forfeit.
18	Taraneechurn Dutt, (Baraset School,)		25	24·5	9·5	28·5	12	18	30·5	148	
19	Nobinkissore Shome, ...	2 years, ...	23	18	10	20·5	20	22·5	33	147	
20	Radheekaprosaud Chatterjee, ...	1 year,...	25·5	13·5	13	27·5	17·5	22·5	24·5	144	
21	Hurryhur Mookerjee, (Bauleah School,)		15·5	20·5	16	26·5	17·5	18	28	142	Forfeits.
22	Tacoordoss Mullick, ...		24	13·5	22·5	24·5	6·5	22 5	25	138·5	
23	Beerchunder Dey,...		22·5	17·5	11·5	27·5	11	22·5	25·5	138	
24	Woomeshchunder Chatterjee, ...		22·5	17·5	10	22·5	20	21	23·5	137	
25	Shamachurn Chowdhry, ...		9	25·5	5·5	31·5	7·5	22·5	27	128·5	
26	Rajendro Poorkite, ...		13	7·5	18	32	8.5	22·5	23	124·5	
27	Russicklall Dey, ...		24	11	8·5	25	8.5	22·5	19·5	119	
28	Khetternauth Roy, ...		16·5	10·5	13·5	17	4·5	27	21·5	110 5	
29	Woomachurn Mittre, ...		16·5	7	14·5	22·5	8·5	18	23	110	
30	Issurchunder Roy, ...		14·5	6·5	4·5	19	7·5	27	29·5	108·5	
31	Okhilchunder Banerjee, ...		22	11·5	3·5	24·5	11	27	22	121·5	
32	Doyalkristo Doss,...		17	4·5	8·5	13	4·	22·5	31	101	
33	Dwarkanath Paulit, ...		13·5	2·5	8·5	13	6·5	22·5	28	94·5	

Number.	Names.	Number of Years in the Class.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Literature.	Reading.	Translation.	Total.	
	Branch School.										
34	Bhoobun Chunder Mookerjee, ...	.....	20	23	20	28	18	27	27·5	163·5	Unsuccessful.
35	Romanauth Mookerjee, ...	.....	20	19	22	21·5	21	22·5	29 5	155·5	
36	Russicklall Dutt, ...	.....	23·5	19	16·5	21·5	13	27	33	153 5	
37	Harran Chunder Bose, ...	....	18	18 5	19·5	22.5	6·5	27	21	133	
38	Unnodaprosaud Mittre, ...	.....	18	8	16·5	19	6·5	27	20	115	
	Out Candidates.										
39	Brojonath Mittre, ...	.....	13·5	14·5	4	17·5	9	27	39	124·5	Free Church School.
40	Bhoobun Mohun Chatterjee, ...	.....	9	10·5	14·5	18·5	4·5	13·5	9·5	80	Chinsurah Preparatory School.

Fred. J. Mouat, M. D.,
Secretary, Council of Education.

Results of the Junior Scholarship Examination of the MIDNAPORE SCHOOL *for* 1852.

Number.	Names of the Candidates.	Number of Years in the Class.		SUBJECTS.							Remarks.
				Literature.	History.	Mathematics.	Geography.	Grammar.	Vernacular.	Total.	
		Years	Months.								
1	Juddoonath Banerjee,...	1	10	40	35	30	37	50	38	230	Gains.
2	Shamsoonder Doss, ...	2	10	40	13	18	31	45	33	180	Unsuccessful.
3	Koomedadchurn Bose, ...	1	10	20	20	20	34	40	36	176	Gains.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the BARASET SHOOL *for* 1852.

Number.	Names of Candidates.	Age.	Number of Years in the Class.	SUBJECTS.								Remarks.
				Translations from E. to B. and *vice versâ*.	History.	Mathematics.	Geography.	Grammar.	Literature.	Oral Examination.	Total.	
1	Jodoonath Banerjee, ...	17	1 year,	36	43·5	12·5	24	36	22	44	218	Gain Junior Schps.
2	Tara Prosonoo Banerjee, ..	16		37	41·5	10·5	24¾	36	23	45	217¾	
3	Gobind Chunder Banerjee,	16		36	36	10	30¼	33	26	45·5	216¾	
4	Dwarkanath Banerjee, ...	16		35	39	16¾	23¾	33	22	42·5	212	
5	Ram Chunder Doss, ...	16		31	44	3·5	28	26	12	42	186·5	Gain Free Tickets.
6	Kadurnath Chatterjee, ...	17	2 years,...	28	35	11¼	17¼	34	25	36	186·5	
7	Kallynath Mittra, ...	17	6 months,	30	28·5	1	26	24	34	42·5	186	
8	Chundernath Banerjee, ...	14	1 year,	27	28·5	7	37¾	21	22	39	182¼	
9	Kally Brohmo Banerjee, ...	15		22	43	4·5	24¾	29	12	46	181¼	
10	Parbutty Churn Bhutta-chargee, ...	17		39	30·5	7¼	18	22	23	37	176¾	
11	Prosonoo Coomar Sircar, ...	16		25	37·5	4¼	19¼	38	13	35	172	

Number.	Names of Candidates.	Age.	Number of Years in the Class.	SUBJECTS.								Remarks.
				Translations from E. to B. and *vice versâ*.	History.	Mathematics.	Geography.	Grammar.	Literature.	Oral Examination.	Total.	
12	Kantee Chunder Chatterjee,	15	1 year,...	28	32	4½	17	31	15	42	169¼	
13	Shama Churn Mookerjee,...	16	9 months,	29	34	10	14·5	25	16	35	163·5	
14	Kally Puddo Goshanny, ...	16		20	29	11·5	16⅜	31	18	37	163⅛	
15	Jodoonath Mookerjee, ...	14		14	41	4¾	26	24	12	37	158¾	
16	ShurrutChunderChatterjee,	16		23	29	2	14	34	19	37	158	
17	Kadurnath Mookerjee, ...	15		26	34·5	2·5	16¾	12	22	35	148¾	Unsuccessful.
18	Boyddonath Mittra, ...	14	1 year,	20	22	5¼	13¼	24	14	46·5	145	
19	Khetter Chunder Mookerjee, ...	15		15	24·5	6	16¾	32	10	40	144¼	
20	Bany Madub Chatterjee, ...	14		13	19	6·5	23·5	19	14	38	133	
21	Eshan Chunder Mookerjee,	16		9	24	7·5	10¾	28	18	25	122¼	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of Senior Scholarship Examination of the DACCA COLLEGE *for* 1852.

Number.	Names.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FIRST CLASS.										
1	Koylas Chunder Ghose, ...	1 year,	33	30	21	12·5	55·5	35	25	212	Gains.
2	Ram Chunder Ghose, ...	1 year,	14	30	43·5	42·5	36	20	22	208	Forfeit.
3	Omachurn Doss, ...	1 year,	30	42	10	8·5	54	32	18	194·5	Forfeit.
	SECOND CLASS.										
1	Cally Churn Chatterjee, ...	1 year,	34	30	17·5	40·5	50	32·5	35	239·5	Gain.
2	Sreenath Banerjee, ...	1 year,	34·5	36	32	44·5	45	32·5	10	234·5	Gain.
3	Neelcoomul Roy, ...	1 year,	19	21·6	43·5	48	39·5	25	20	216·6	Gain.
4	Anundro Chundro Sen, ...	1 year,	29	24	11·5	35	48	30	24	201·5	Unsuccessful.
5	Kristo Coomar Sen, ...	1 year,	24	30	20·5	33	35·5	27·5	30	209·5	Unsuccessful.
6	Groochurn Doss, ...	1 year,	32	26·4	15 5	25	47	27·5	14	187·4	Unsuccessful.
7	Rukhul Chunder Doss, ...	1 year,	32	21·6	15	34	44	27·5	12	186·1	Unsuccessful.
8	C. J. Stephen, ...	1 year,	43.5	42	0	7·5	51·5	37·5	0	182	Forfeits.
9	Chunder Mohun Chand, ...	1 year,	14	12	3·5	3·5	39·5	25	16	113·5	Unsuccessful.
10	S. T. Lucas, ...	1 year,	21	24	0	2·5	41	22·5	0	111	Unsuccessful.

Number.	Names.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	Third Class.										
1	Thomas Kallonas, ...	1 year,	44 5	36	53	70·5	46·5	34	0	285	Gains a Senior Schp.
2	Omakanth Ghose, ...		33	24	32	41·5	42	30	2	210·5	Forfeits.
3	Isser Chunder Bose, ...		38	26·4	24	23·5	42	27·5	10	191·4	
4	Nundlall Sein, ...		33	36	12·5	16	52	32	8	189·5	
5	Sadhoo Churn Seal, ...		37	26·4	15·5	15	42	27·5	18	181·4	Unsuccessful.
6	Hurcoomar Bose, ...		23·5	21·6	32·5	24·5	37	20	5	164·1	
7	Isser Chnnder Seal, 1st, ...		33	30	11·5	13	45	27·5	3	163	
8	Radhachurn Dey, ...		23	26·4	14·6	18·5	41	25	5	153·4	Forfeits.
9	Isser Chunder Seal, 2nd, ...		29	26·4	13·5	8·5	48	25	0	150·4	
10	Bhugwan Chunder Sen, ...		20·5	18	17	13·5	35·5	22·5	8	135	Unsuccessful.
11	Korona Connar Sen, ...		23	30	5	4·5	37	25	5	129·5	
12	Juttick Chunder Roy, ...		15·5	21·6	11·5	6·6	32	15	5	106·6	
	Fourth Class.										
1	Denobundo Mullick, ...	1 year,	40	26·4	48	37·5	34	20	18	223·9	Forfeits.
2	Brijo Kissen Chatterjee, ...		34	21·6	3	1·5	39	22·5	0	221·6	Unsuccessful.
3	Rammohun Dutt, ...		40	26·4	32	8	40	30	25	201·4	Forfeits.
4	Bhugwan Chunder Chuckerbutty,		33	24	24	11	51·5	27·5	20	191	Unsuccessful.

Number.	Names.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	Fourth Class.—*(Contd.)*										
5	Boobun Mohun Raha, ...	1 year,	35	30	9	3	45	25	30	177	Unsuccessful.
6	Radakissen Seal, ...		26	30	28·5	18	37	20	14	173·5	
7	Hurrodhoyal Mujoomdar, ...		30	26·4	15·5	19·5	34·5	18	20	171·9	
8	Anund Mohun Doss, ...		37	24	26	11·5	42·5	20	8	169	Forfeit.
9	Callynath Nundy, ...		38	30	5	2	44.5	25	16	160·5	
10	Chunderkanth Seal, ...		22	33·6	29·5	13	40·5	20	0	158·6	Unsuccessful.
11	Cosse Chunder Mookerjee, ...		44	30	3	1·5	49	25	6	158·5	
12	Colly Comar Roy, ...		17·5	12	41	19·5	22	15	8	135	
13	Eshan Chunder Surma, ...		33	26·4	1	5·5	28·5	20	12	125·9	Forfeit.
14	Kisto Kishen Roy, ...		20	12	8	6·5	31	18	25	120·5	
15	Brojonath Chuckerbutty, ...		22	12	8	2	19	18	0	81	Unsuccessful.

Fred. J. Mouat, M. D.,
Secretary, Council of Education.

Result of Junior Scholarship Examination of the CHITTAGONG SCHOOL *for* 1852.

Number.	Names.	SUBJECTS.							Remarks.
		Grammar.	History.	Mathematics.	Geography.	Translation.	Reading, &c.	Total.	
1	Sibsunker Sen, ...	35	35·5	50	33	44	45	242 5	Gain Junior Schps.
2	Gris Chunder Sen, ...	35	37	50	28	41	30	221	
3	Surruthchunder Sen, ...	35	35	50	24	32	25	201	
4	George Dias, ...	35	33·5	30	21·5	28	25	173	
5	Motee Lall Mookerjee, ...	40	23·5	22	14·5	29	40	169	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the COMMILLAH SCHOOL *for* 1852.

Number.	Names.	SUBJECTS.									Remarks.
		Year in the Class.	Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Kisto Chunder Chuckerbutty, ...	1	40	45	27.5	44	32	22	50	260.5	Gain Junior Schps.
2	Ooma Churn Mookerjee, ...	1	41.25	30	39	41.5	31	25	50	257.75	
3	Mahomed Azghur,...	1	41	37.5	25.5	36	29	35	50	254	
4	Poorno Chunder Burdhen, ...	1	42.5	20	31.5	45	32	17	50	238	
5	Goureepersaud Doss,...	1	42.5	35	28.5	42.5	22	15	50	235.5	
6	Kassee Chunder Dutt, ...	1	40	30	39.5	39.5	20	15	50	234	
7	Raus Mohun Chuckerbutty, ...	1	37.5	42.5	25.5	34	23	14	50	226.5	
8	Gris Chunder Dutt, ...	1	27.5	40	17.5	32	19	30	50	216	
9	Gobindpersaud Doss, ...	1	39.5	25	24.5	30	32	12	50	213	
10	Joy Chunder Mullick, ...	1	28.5	35	24	22.5	20	25	50	205	
11	Nobo Koomar Shome, ...	1	28.75	47.5	24.5	24.5	17	11	50	203.25	
12	Goloke Chunder Gohoo, ...	1	24	20	24	31	23	28	50	200	
13	Nilmoni Doss, ...	1	32.75	25	25	26.5	24	11	50	194 25	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the SYLHET SCHOOL *for* 1852.

Number.	Names.	SUBJECTS.								Remarks.
		Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral.	Total.	
1	Komulnauth Ghose, ...	47	38·50	23·50	43	32	48	46	278	Gain Scholarships.
2	Moheschunder Surmah,...	46·50	38·75	23·50	40	30	48	45	271	
3	Kalinauth Ker, ...	46	40·50	25	34	31	47	45	268	
4	Mothoornauth Ghose, ...	44·50	40·20	25	32·50	23	38	28	231	
5	Buddynauth Day, ...	26	27·75	14	21	31	35	35	189	
6	Joysoonder Surmah,...	38	29·75	17	18	15	30	31	178	
7	Goluck Chunder Dutt,...	28	27	21	13	25	34	27	175	
8	Radhachurn Day, ...	38	21·50	15	16	15	38	18	161	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the BAULEAH SCHOOL *for* 1852.

Number.	Names.	SUBJECTS.							Remarks.
		Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Total.	
1	Doorgakant Talapatra,...	43·5	42	46	30⅝	29	34	225⅛	Gain Jr. Schps.
2	Rajcoomar Roy,...	43	39	44·5	36¼	30	22·5	215¼	
3	Raj Chunder Sandyal, ...	41·5	40	35·5	31⅛	32	31¾	211⅞	
4	Kallynath Sircar, ...	36	38	45	29¾	25	34	207¾	
5	Horokissore Bose,...	45·5	36	43	35⅜	24	22¼	206⅛	Gain Free Schps.
6	Kederishwar Moitree, ...	34	37	42¼	30⅛	26	31	200⅜	
7	Goopee Nath Mookerjee, ...	16·5	30	24	22⅝	22	13·5	128⅛	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Senior Scholarship Examination of the KISHNAGHUR COLLEGE *for* 1852.

Number.	Names.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FIRST CLASS.										
1	Nilmoney Gangooley, ...	2 years,	24·5	36	57	59·5	60·75	35	32	301·25	Retains.
2	Sreenath Sen, ...		27·5	36	42·5	51·5	53·5	32	35	281	Forfeits.
	SECOND CLASS.										
1	Shoshee Bosun Bhadoory, ...	1 year,	32	33 6	32·5	53	60·5	35	33	279·6	Retains.
2	Brojonath Mookerjee, ...		24	42	43·5	51	55·5	32·5	36	284·5	Gains.
	THIRD CLASS.										
1	Mohenee Mohun Roy, ...	1 year,	41	36	87·5	88·5	51	34	35	373	Gain.
2	Dwarkanath Buttacharjee, ...		28	33·6	72·5	68	47	27.5	30	306·6	
3	Juggassur Mookerjee, ...		18·5	24	71·5	58·5	47·5	24	38	282	
4	Prosuno Chunder Roy, ...		31	36	31·5	17·5	43·5	32·5	44	236	Unsuccessful.
5	Luckinarain Lahoree, ...		14	18	8	4	20·5	26	20	110·5	

Number.	Names.	Year in the Class.	SUBJECTS.								Remarks.
			Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	FOURTH CLASS.										
1	Cally Churn Ghose, ...	2 years, ...	46·5	33·6	72	78·5	49·5	30	38	348·1	Gains a Sr. Schp. in 3rd class.
2	Hurry Mohun Chatterjee,.....	1 year,...	31·5	21·6	45	56	39	20	20	233·1	Jr. Schp. lapses.
3	Hurran Chunder Moitry, ...		34·4	26·4	27·5	30·5	51·5	32	18	220·3	
4	Juggobundho Mookerjee, ...		30	21·6	32	20·5	41	25	30	200·1	
5	Rajnarain Buttacharjee, ...	2 years, ...	25·5	30	39	26	33·5	20	16	190	Unsuccessful.
6	Borada Kant Mozomdar, ...	1 year,...	36·5	30	17	6·5	39	27·5	25	181·5	Jr. Schp. lapses.
7	Brojokissore Ghose, ...		22	26·6	42·5	23·5	23·5	20	15	173·1	Unsuccessful.
8	Bissessur Chuckerbutty, ...		22·5	21·6	23·5	24·5	40	22·5	15	169·6	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the KISHNAGHUR COLLEGE *for* 1852.

Number.	Names of Candidates.	Year and Months in the Class.		SUBJECTS.								Remarks.
				Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Gooroodoyal Sing, (Burdwan Scholar,) ...	0	8	32	32	45	41	36	30	41	257	Retain.
2	Madhub Chunder Chatterjee, (ditto,) ...	0	8	31	30	40	36	30	31	40	238	
3	Poornanund Mookerjee, (Bancoora Scholar,)	0	8	28	31	31	27	32	29	37	215	
4	Jodoonath Roy, (Ditto,)	0	8	26	29	36	35	26	30	33	215	
5	Moteeloll Chowdry, (Burdwan Scholar,) ..	0	8	30	30	31	30	21	30	42	214	
6	Eshan Chunder Roy, ...	1	0	27	30	21	27	31	30	42	208	Gains.
7	Hurry Churn Doss, (Bancoorah Scholar,)	0	8	26	30	23	26	26	29	37	197	Retains.
8	Jodoonath Roy, ...	1	0	29	31	28	23	17	30	35	193	Gain.
9	Behareeloll Mookerjee, ...	1	0	28	30	22	23	23	30	30	186	
10	Denonath Chuckerbutty, ...	1	0	27	31	23	23	20	29	30	183	
11	Rajkissen Ghosal, (Baraset Free Scholar,)...	0	8	28	29	19	18	17	30	42	183	Retains Free Schp.
12	Moteeloll Dutt, ...	0	8	27	28	23	22	25	29	28	182	Gains.
13	Hem Chunder Banerjee, ...	1	0	20	30	22	11	21	30	26	160	
14	Kallycoomar Sandal, ...	1	0	22	26	17	12	14·5	26	33	150·5	
15	Oomanath Mookerjee, ...	1	0	28	29	8	7	16	30	32	150	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the BANCOORAH SCHOOL *for* 1852.

Number.	Names of Candidates.	Years.	SUBJECTS.								Remarks.
			Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Oral Examination.	Total.	
1	Sitanath Chatterjee, ...	First Year,	47	48	16	32.75	40	39.5	45	268.25	Gain Free Schps.
2	Gouri Prosad Sircar, ...		38	45.5	12	32.25	28	39	45	239.75	
3	Bhoirub Chundro Pattro, ...		40	29	28	32.5	27	30	40	226.5	
4	Jugut Chundro Roy,...		33	21.5	23	23.75	31	25	35	192.25	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the JESSORE SCHOOL *for* 1852.

Number.	Names of Candidates.	Year in the Class.		SUBJECTS.								Remarks.
				Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Viva Voce Examination.	Total.	
		Yrs.	Mths.									
1	Obhoy Churn Bagsy, ...	0	11	39	40·5	44	41	42	34	49	289·5	Gain Junior Schps.
2	Surja Coomar Gangooly, ...	1	4	37·7	23·26	43	39	40	31	44	257·96	
3	Rajnikant Ghose,...	2	3	35·5	30·26	28	32	36	21	34	216·76	
4	Loknath Banerjee, ...	2	3	32·12	29·16	12	29	28	19	32	181·28	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the BURDWAN SCHOOL *for* 1852.

Number.	Names of Candidates.	SUBJECTS.							Remarks.
		Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Total.	
	GOVERNMENT SCHOOL.								
1	Copileshur Chowdry, ...	44	45	60	52	27	49	277	Gain.
2	Lukenarain Roy, ...	49	46	45	46	36	55	277	
3	Jadub Chunder Doss, ...	46	50	44	35	19	37	231	
	RAJAH'S SCHOOL.								
4	Mukhun Lall Ghose,...	40	53	50	38	20	44	245	Gain Free Tickets.
5	Kalee Coomar Chuckerbutty,...	48	50	19	50	18	53	238	
6	Koonjoo Beharee Biswas,... ...	43	51	48	46	23	43	254	Gained a Free Ticket.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Result of the Junior Scholarship Examination of the BHAUGULPORE SCHOOL *for* 1852.

Number.	Names of Candidates.	SUBJECTS.							Remarks.
		Grammar.	History.	Mathematics.	Geography.	Translation.	Literature.	Total.	
1	Pursottum Sen, ...	33	32	44·5	37	29¾	38	214½	Gain Jr. Schps.
2	Mohim Chunder Mookerjee, ...	18	23¼	47	34	23¼	29	174·5	
3	Open Narain Sircar, ...	38	25·5	19·5	26	23¼	25	157¼	
4	Gobind Chunder Chuckerbutty, ...	32	23	4¼	27	20·5	23	129¾	Fail.
5	Woomachurn Bose, ...	34	24	10	23	15·5	20	126·5	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

General Tabular Statement of the Senior Scholarship Examinations of all the Colleges, 1852.

Number.	Names.	College.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FIRST CLASS.											
1	Mohendro Lall Shome, ...	Hindu, ...	2	46	48	61	58	66·5	45	8	332·5	Retain Sr. Schps.
2	Dwarkanath Mitter, ..	Hooghly,...	1	42·5	48	44	42	66·5	40	20	303	
3	Nilmoney Gangooly, ...	Kishnaghur,	2	24·5	36	57	59·5	60·75	35	32	301·5	
4	Sreenath Sen, ...	Ditto, ...	2	27·5	36	42·5	51·5	53·5	32	35	281	Forfeits Jr. Schp. gratuity.
5	Poorno Chunder Shome,...	Hooghly,...	1	37	42	35·5	34	60	40	3	251·5	Retain Sr. Schps.
6	Kedarnath Dutt, ...	Ditto, ...	1	26·5	36	34	46	47·5	32	22	244	
7	Koylas Chunder Ghose, ...	Dacca, ...	1	33	30	21	12·5	55·5	35	25	212	
8	Khetternath Addy, ...	Hooghly,...	1	27	36	6·5	23.5	58·25	32	27	210·25	Forfeit Free Sr. Schps.
9	Ram Chunder Ghose, ...	Dacca, ...	1	14	30	43·5	42·5	36	20	22	208	
10	Omah Chunder Doss, ...	Ditto, ...	1	30	42	10	8·5	54	32	18	194·5	
	SECOND CLASS.											
1	Rada Gobind Doss, ...	Hindu, ...	1	44	36·4	72	83	56	37·5	10	338·9	Retain Sr. Schps.
2	Bromomohun Mullick, ...	Ditto, ...	1	38	30	69	70	51·5	35	16	309·5	
3	Protapnarain Singh, ...	Ditto, ...	1	35	42	39	54	55	35	32	292	
4	Taruknath Mullick, ...	Ditto, ..	1	27	42	60·5	68·5	57	27.5	8	290·5	

Number.	Names.	College.	Year in the Class.	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	SECOND CLASS.—*(Contd.)*											
5	Brojonath Mookerjee, ...	Kishnaghur,	1	24	42	43·5	51	55·5	32·5	36	284·5	Retains Jr. Schp. gratuity.
6	Soshee Bhoosun Bhadoory,	Ditto, ...		32	33·6	32·5	53	60·5	35	33	279·6	Retain Sr. Schps.
7	Rajindernath Mitter, ...	Hindu, ...		27	42	41	59·5	56	27·5	18	271	
8	Callee Churn Chatterjee,...	Dacca, ...		34	30	17·5	40·5	50	32·5	35	239·5	Gain Sr. Schps.
9	Sreenath Banerjee, ...	Ditto, ...		34.5	36	32	44·5	45	32·5	10	234·5	
10	Prosno Coomar Mozoomdar,	Hooghly,...		34	42	22	34	55	32·5	5	224·5	Retains Sr. Schp.
11	Jadoonath Mitter, ...	Hindu, ...		35·5	30	9·5	39	55	37·5	12	218·5	Unsuccessful.
12	Nilcomul Roy, ...	Dacca, ...		19	21·6	43·5	48	39·5	25	20	216·6	Gains Sr. Schp.
13	Nobin Chunder Ghose, ...	Hooghly,...		27	24	35·5	39	39·5	30	15	210	Retains Sr. Schp.
14	Joykisto Chunder, ...	Hindu, ...		27	30	29	49·5	42·5	25	5	208	Forfeits Sr. Schp.
15	Anund Chunder Sein, ...	Dacca, ...		29	24	11·5	35	48	30	24	201·5	Unsuccessful.
16	Kisto Coomar Sein, ...	Ditto, ...		24	30	20·5	33	35·5	27·5	30	200·5	
17	Bolie Chand Goopto, ...	Hindu, ...		19	21·6	27	46	57·5	25	5	199·1	
18	Gooroo Churn Doss, ...	Dacca, ...		32	26·4	15·5	25	47	27·5	14	187·4	
19	Rakhal Chunder Doss, ...	Ditto, ...		32	21·6	15	34	44	27·5	12	186·1	
20	C. J. Stephen, ...	Ditto, ...		43·5	42	0	7·5	51·5	37·5	0	182	Forfeits Free Sr. Schp.

Number.	Names.	College.	Year in the Class.	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	Second Class.—*(Contd.)*											
21	Gungadhur Kurmokar, ...	Hindu, ...		23	18	12	42	42	25	8	170	Unsuccessful.
22	Bunkobehary Bose, ...	Hooghly, ...		29·5	21·6	18·5	2	41·5	35	6	154·1	Forfeit Free Schps.
23	Thakoor Doss Rukhit, ...	Ditto, ...		18	18	34	20	30	22·5	8	150·5	
24	Chunder Mohun Chund,...	Dacca, ...		14	12	3·5	3·5	39·5	25	16	113·5	Unsuccessful.
25	L. T. Lucas, ...	Ditto, ...		21	24	0	2·5	41	22·5	0	111	
	Third Class.											
1	Mohenee Mohun Roy, ...	Kishnaghur,	1	41	36	87·5	88·5	51	34	35	373	Gain Sr. Schps.
2	Dwarkanath Buttacharjee,	Ditto, ...		28	33·6	72·5	68	47	27·5	30	306·6	
3	Denobundo Mitter, ...	Hindu, ...		38	36	54·5	51	55	22·5	30	287	
4	Thomas Kullonas, ...	Dacca, ...		44·5	36	53	70·5	46·5	34	0	284·5	
5	Juggessur Mookerjee, ...	Kishnaghur,		18·5	24	71·5	58·5	47·5	24	38	282	
6	Mohendrolall Sircar, ...	Hindu, ...		38 5	42	44·5	65	44·5	27	10	271·5	
7	Tarrucknath Sein, ...	Ditto, ...		27	33·6	61·5	68	49·5	20	7	266·6	
8	Dennonath Mitter, ...	Ditto, ...		37	36·4	40·5	49	43·5	25	20	251·4	
9	Sreenath Acharjee, ...	Ditto, ...		30·5	30	51·5	44	49·5	25	10	240·5	Forfeits Jr. Schp.
10	Prosunno Chunder Roy,...	Kishnaghur,		31	36	31·5	17·5	43·5	32·5	44	236	Unsuccessful.
11	Ashootus Dhur, ...	Hindu, ...		29·5	30	41	54	45	22·5	10	232	Forfeits Jr. Schp.

Number.	Names.	College.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	THIRD CLASS.—*(Contd.)*											
12	Neel Chunder Banerjee,...	Hooghly,...	1	31	30	28	32	45	30	20	216	Gain Sr. Schps.
13	Hurry Sunkur Dutt, ...	Ditto, ...		41	42	14·5	18	38·5	30	32	216	
14	Kedarnath Bose, ...	Hindu, ...		25	33·6	27·5	33	48·5	28	20	215·6	Forfeits.
15	Oma Kanth Ghose, ...	Dacca, ...		33	24	32	41·5	42	30	8	210·5	
16	Doorga Churn Sein, ...	Hindu, ...		25	33·6	36	34	44·5	25	10	208·1	
17	Hem Chunder Mozamdur,	Ditto, ...		36·5	42	15	17	49·5	32	15	207	Unsuccessful.
18	Morally Dhur Sein, ...	Ditto, ...		42·5	45 6	11	6·5	48	32	20	204·6	Forfeits
19	Woma Churn Holdar, ...	Hooghly,...		27	33·6	24	37·5	45	27·5	7	202·1	
20	Isser Chunder Bose, ...	Dacca, ...		38	26·4	24	23·5	42	27	10	191·4	Unsuccessful.
21	Nund Lall Sen, ...	Ditto, ...		33	36	12·5	16	52	32	8	189·5	
22	Omes Chunder Dutt, ...	Hindu, ...		46	33·6	13	16·5	49·5	30	0	188·6	
23	Shama Churn Ghose, ...	Hooghly,...		23	24	32	36·5	42·5	20	6	184	Jr. Schp. lapses.
24	Sadoo Churn Seal, ...	Dacca, ...		37	26·4	15·5	15	42	27·5	18	181·4	Unsuccessful.
25	Gopal Chunder Mitter, ...	Hindu, ...		28	24	23	36	46	20	5	179	Forfeits.
26	Benack Chunder Chatterjee,	Ditto, ...		21	36 4	12·5	14	39·5	25	28	176·4	
27	Rajendhur Roy, ...	Hooghly,...		29	30	15	24	44	20	12	174	Unsuccessful.
28	Banee Madhub Ghose, ...	Ditto, ...		27	36	23·5	13	39·5	25	8	172	
29	Nobogopal Ghose, ...	Hindu, ...		28	42	16	16·5	41	22·5	5	171	Forfeits.

Number.	Names.	College.	Year in the Class	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	THIRD CLASS.—*(Contd.)*											
30	Hurro Coomar Bose, ...	Dacca, ...		23·5	21 6	32·5	24·5	37	20	5	164·1	
31	Isser Chunder Seal, 1st.,	Ditto, ...		33	30	11·5	13	45	27·5	3	163	Unsuccessful.
32	Russick Loll Bose, ...	Hooghly,..		20	30	21	17 5	40	20	14	162·5	
33	Shama Churn Chowdhery,	Hindu, ...		22	26·4	13	25·5	38·5	25	10	159·9	Forfeits.
34	Gopal Chunder Bysack, ..	Ditto, .		22·5	26 4	35	29	25	22	0	159·9	
35	Ughore Chunder Mookerjee,	Hooghly,..		24·5	18	21	14·5	36	27·5	14	155·5	Unsuccessful.
36	Radha Churn Dey, ...	Dacca, ...		23	26·4	14·5	18·5	41	25	5	153·4	Forfeits.
37	Issur Chunder Seal, 2nd.,	Ditto, ...	1	29	26·4	13¼	8·5	48	25	0	150·4	Unsuccessful.
38	Soshee Boosun Banerjee,	Hindu, ...		26	33·6	11	22·5	29	18	10	150·1	
39	Waris Ali, ...	Hooghly,...		28	26 4	4·5	8	22	27·5	26	142·4	Jr. Schp. lapses.
40	Bhugwan Chunder Sen,...	Dacca, ...		20·5	18	17	13·5	35·5	22·5	8	135	
41	Sham Lall Mitter, ...	Hindu, ...		17	30	4·5	13 5	26·5	20	22	133·5	
42	Koroona Coomar Sen, ...	Dacca, ...		23	30	5	4·5	37	25	5	129·5	Unsuccessful.
43	Luckinarain Lahooree, ...	Kishnaghur,		14	18	8	4	20·5	26	20	110·5	
44	Futtick Chunder Roy, ..	Dacca, ...		15	21	11·5	6·5	32	15	5	106·6	

f 2

Number.	Names.	College.	Year in the Class.	SUBJECTS.							Total.	Remarks.
				Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.		
	FOURTH CLASS.											
1	Callee Churn Ghose, ...	Kishnaghur,	2	46·5	33·6	72	78·5	49·5	30	38	348	Gain Sr. Schps.
2	Saddanundo Banerjee, ...	Hindu, B.S.,	1	35·5	36	55	54 5	53	30	30	294	Gain Sr. Schps.
3	Toolseedoss Seal, ...	Hindu, ...	1	44	36	58	59·	53	25	15	290	Gains a Jr. Schp.
4	Dwarkanath Chuckerbutty,	Ditto, ...	1	51·5	42	50	48·5	53·5	30	6	281·5	Retain Jr. Schps.
5	Beer Chunder Mitter, ...	Ditto, ...	1	44	30	56	42 5	46	32	25	275·5	Retain Jr. Schps.
6	Tin Cowrie Ghose, ...	Hindu, B. S.,	1	25	36	66	51·5	35·5	22	18	254	Retain Jr. Schps.
7	Bholanath Paul, ...	Hindu, ...	1	41	36	61	30·5	53	27	2	250·5	Retains Free Schp.
8	Biprodoss Mitter, ...	Hooghly ...	2	44	36·4	54·5	40 5	47	27	8	247·4	Unsuccessful.
9	Chunder Kant Sein, ...	Hindu, B. S.,	2	35·5	28·8	42	34	47	25	34	246·3	Forfeits Jr. Schp.
10	Debendradeb Doss, ...	Hindu, B. S.,	2	38	26·4	43·5	51·5	52	27·5	7	245·9	Forfeit Free schps.
11	Siddessur Doss, ...	Ditto, ditto,	2	35	30	48	39·5	52	24	16	244·5	Forfeit Free schps.
12	Herumbo Chunder Chowdhry, ...	Hindu, ...	1	42	32	55	27	51·5	28	8	243·5	Forfeit Free schps.
13	Hurrymohun Chatterjee,	Kishnaghur,	2	31·5	21·6	45	56	39	20	20	233·1	Forfeit Jr. Schps.
14	Callidoss Mookerjee, ...	Hooghly,...	2	38·5	36	47	30·5	46·5	25	5	228 5	Forfeit Jr. Schps.
15	Khetternath Bose, ...	Ditto, ...	2	29·5	21·6	43	34	38	23	16	225·1	Forfeit Jr. Schps.
16	Denobundo Mullick, ...	Dacca, ...	2	40	26·4	48	37·5	34	20	18	223·9	Forfeit Jr. Schps.
17	Mohendranath Bose, ...	Hooghly,...	2	33	26·4	57	42 5	44	25	0	221·9	Forfeit Jr. Schps.

Number.	Names.	College.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FOURTH CLASS.—(*Contd.*)											
18	Brijokissore Chatterjee, ..	Dacca, ...	1	34	21·6	3	1·5	39	22·5	0	221·6	Unsuccessful.
19	Haran Chunder Moitry,...	Kishnaghur,	2	34·4	26·4	27·5	30 5	51·5	32	18	220·3	Forfeits Jr. Schp.
20	Modhoosoodun Roy, ...	Hooghly,...	2	35	36	34	19	51·5	33	10	218·5	Unsuccessful.
21	Russiclal Pyne, ...	Hindu, ...	1	38	42	36	26	37·5	26	8	211·5	
22	Koylas Chunder Ghose,...	Hooghly,...	2	30	36	40	34	45 5	20	5	210·5	Forfeit.
23	Chundy Churn Banerjee,	Ditto, ...	1	30 5	26·4	55	27	41	16	12	207·9	
24	Gopeenath Mookerjee, ...	Hindu, ...	2	30	21·6	48	39	32 5	20	16	207·1	Unsuccessful.
25	Nilmoni Ghose, ...	Hooghly,...		22	24	49	40·5	41·5	22	8	207	
26	Rammohun Dutt, ...	Dacca, ...	1	40	26·4	32	8	40	30	25	201·4	
27	Bhuggoban Chunder Dutt,	Hooghly,...		28	36	41	14	31·5	25	25	200·5	Forfeit.
28	Juggobundoo Mookerjee,	Kishnaghur,		30	21·6	32	20·5	41	25	30	200·1	
29	Mothoornath Babu, ...	Hooghly,	2	36·5	30	26	22·5	40	28	16	199	Unsuccessful.
30	Toolsee Doss Dutt, ...	Hindu. B. S.,	1	34·5	26·4	31	18	47	27·5	12	195·4	Forfeits Free Schp.
31	Kanaylal Shome, ...	Hooghly,...	2	25	26·4	49	38·5	37·5	15	3	194·4	
32	Bhugwan Chunder Chuckerbutty, ...	Dacca, ...	1	33	24	24	11	51·5	27·5	20	191	Unsuccessful.
33	Rajnarain Bhattacharjee,	Kishnaghur,	2	25·5	30	39	26	33·5	20	16	190	

Number.	Names.	College.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FOURTH CLASS.—(*Contd.*)											
34	Rambromo Chuckerbutty,	Hindu, B S.,		42·5	18	23	12	42	25	27	189·5	Forfeits Jr. Schp.
35	Khetter Chunder Mitter,	Hindu, ...		27·5	26·4	34	25	38·5	30	5	186·4	Unsuccessful.
36	Beepinbehari Bose, ...	Hooghly,...		33	26·4	35	12	42·5	26	10	184·9	
37	Omes Chunder Banerjee,	Hindu, ...	1	23·5	24	39·5	25	34·5	25	12	183·5	
38	Romanath Bose, ...	Ditto, ...		26·5	24	19	25	45·5	28	14	182	Forfeit.
39	Nobin Chunder Sein ...	Ditto, ...		37·5	36·4	28	16	35	25	4	181·9	
40	Barodakant Mazoomdar,	Kishnaghur,		36·5	30	17	6·5	39	27·5	25	181·5	
41	Bhoobunmohun Raha, ...	Dacca, ...		35	30	9	3	45	25	30	177	
42	Shama Churn Chowdhry,	Hooghly,...	2	33	26·4	37	11·5	40·5	22	10	175·6	
43	Kedarnath Chatterjee, ...	Ditto, ...		26·5	30	29	12	38·5	26	12	174	Unsuccessful.
44	Radhakissen Seal, ...	Dacca, ...		26	30	28·5	18	37	20	14	173·5	
45	Brojokissore Ghose, ...	Kishnaghur,		22	26·6	42·5	23·5	23·5	20	15	173·1	
46	Jodoonath Ghose, ...	Hooghly,...		27·5	21·6	29	8·5	43	28	15	172·6	Forfeits.
47	Muttyloll Mitter, ...	Hindu, ...	1	26	18	24	25	29	20	30	172	
48	Hurdyal Mitter, ...	Dacca, ...		30	26·4	15·5	19·5	34·5	18	20	171·9	Unsuccessful.
49	Bissessur Chuckerbutty,...	Kishnaghur,		22·5	21·6	23·5	24·5	40	22·5	15	169·6	
50	Raj Coomar Chowdhry,..	Hindu, ...		32	24	22	22	37·5	20	12	169·5	Forfeits.

Number.	Names.	College.	Year in the Class.	SUBJECTS. Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	Remarks.
	FOURTH CLASS.—(*Contd.*)											
51	Kedarnath Banerjee, ...	Hindu, ...	1	31	36	28 5	9·5	35	22·5	7	169·5	Unsuccessful.
52	Anund Mohun Doss, ...	Dacca, ...	1	37	24	26	11·5	42·5	20	8	169	Forfeits.
53	Heralal Dutt, ...	Hooghly,...	2	34·5	30	9	14	41·5	25	7	161	Unsuccessful.
54	Kalikant Nundee, ...	Dacca, ...	1	38	30	5	2	44·5	25	16	160·5	Forfeits.
55	Pearymohun Dutt, ...	Hooghly,...	2	22	33·6	22	16	42	18	6	159·6	Unsuccessful.
56	Chunder Kant Seal, ...	Dacca, ...	1	22	33·6	19·5	13	40·5	20	0	158·6	
57	Cassee Chunder Mookerjee,	Ditto, ...		44	30	3	1·5	49	25	6	158·5	
58	Bisto Chunder Banerjee,	Hooghly,...		29	24	30	absent	36·5	18	20	157·5	Forfeit.
59	Gopal Chunder Bose, ...	Ditto, ...		30·5	30	30	absent	38	20	8	156·5	
60	Soorjoo Narain Sein, ...	Hindu, ...		27	18	16	4	28	26	32	151	
61	Kasiprosno Mitter, ...	Ditto, ...		34	33·6	7·5	11	40	20	4	150·1	
62	Dinonath Mookerjee, ...	Ditto, ...		21	30	24·5	12·5	33·5	20	7	148·5	Unsuccessful.
63	Preonath Dutt, ...	Ditto, ...		23·5	33·6	15	6·5	30·5	23	10	142·1	
64	Sibchunder Roy, ...	Hooghly,...		25·5	21·6	27	4	31	18	8	139·9	Forfeit.
65	Dwarknath Ghose, ...	Hindu, ...		36	24	0	6	28·5	25	18	137·5	
66	Callee Coomar Roy, ...	Dacca, ...		17·5	12	41	19·5	22	15	8	135	Unsuccessful.
67	Womes Chunder Ghose,...	Hooghly,...		25·5	24	28	10	23·5	17	0	128	Forfeits.

Number.	Names.	College.	Year in the Class.	SUBJECTS.								Remarks.
				Literature.	Mental Philosophy.	Pure Mathematics.	Mixed Mathematics.	History.	English Essay.	Vernacular Essay.	Total.	
	FOURTH CLASS.—(*Contd.*)											
68	Eshan Chunder Sharma,...	Dacca, ...	1	33	26·4	1	5·5	28·5	20	12	125·9	Forfeits.
69	Omesh Chunder Mozumdar,	Hindu, ...		24	30	4	7	38	20	2	125	Unsuccessful.
70	Mooktaram Ghose, ...	Hooghly,...		21·5	30	20	absent	28	20	4	123·5	Forfeit.
71	Kisto Kishore Roy, ...	Dacca, ...		20	12	8	6·5	31	18	25	120·5	
72	Gopal Chunder Banerjee,	Hindu, ...		15	18	18	5	28·5	15	15	114·5	Unsuccessful.
73	Jogender Chunder Bysack,	Ditto, ...		23	21·6	7	8	22·5	25	5	112·1	
74	Brijonath Chuckerbutty,	Dacca, ...		22	12	8	2	19	18	0	81	

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Names of Students who have left the Dacca College Department or obtained Employment during the Session.

Number.	Names.	Class from which they left.	Description of Employment obtained.	Monthly Salary.	By whom Appointed.	Remarks.
				Rs.		
1	Bhugwan Chunder Bose,...	First College Class, ...	Second Master, Govt. School, Commillah, ...	60	Council of Education, ...	Sr. Scholar 2nd year
2	Gour Narrian Roy, ...	Ditto, ...	Head Writer, Judge's Office, Dacca,	65	C. T. Davidson, Esq., C. S.,	
3	Kaly Nath Bose, ...	Ditto, ...	Sheristadar, Abkaree Department,	40	J. Pugh, Esq.	
4	Ramkomul Shaha, ...	Ditto, ...	Third Master, Govt. School, Bauleah,	40	Council of Education.	
5	Kent Hume Stephen, ...	Second Ditto,...	Deputy Magistrate,...	200	Lord Dalhousie.	
6	Neel Comul Roy, ...	Ditto, ...	Teacher, Gowhatty, Assam, ...	40	Captain Agnew.	
7	Anoda Churn Kistagree,...	Ditto, ...	Attending Medical College, ...	30	Government, ...	Sr. Scholar.
8	Bharut Chunder Bose, ...	Third Ditto, ...	Asst. to the Commissariat Office,...	20	T. H. Sibley, Esq.	
9	Nund Laul Sein, ...	Ditto, ...	Clerk, Commissioner's Office, Gowhatty, ...	25	Captain Agnew.	
10	William Harney, ...	Ditto, ...	Private Trader.			
11	Joy Chunder Naugh, ...	Ditto, ...	Zemindar.			
12	Sham Kissore Roy, ...	Ditto.				
13	Bharrut Chunder Bose, ...	Fourth Ditto,..	Mohurer, ...	...	Abbas Ali Khan Bahadoor.	
14	Kisto Hurry Bose, ...	Ditto, ...	Apprentice, Judge's Office, ...	...	C. T. Davidson, Esq., S. C.	
15	Ram Chunder Banerjee,...	Ditto, ...	Zemindar.			
16	Radika Mohun Roy, ...	Ditto, ...	Zemindar.			
17	Nobo Koomar Mookerjee,	Ditto.				
18	Doorgagutty Mitter, ...	Ditto.				
19	Obhoy Koomar Sein, ...	Ditto.				

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Appendix F.

Statement of Students of the Dacca College who have obtained Government Employment.

Note.—S. S. MEANS SENIOR SCHOLARSHIP-HOLDER; J. S. JUNIOR SCHOLARSHIP-HOLDER.

Number.	Names.	College Class from which left.	Description of Appointment.	Monthly Salary.		
				Rs.	As.	P.
1	Chunderkissore Roy, ...	First,...	Moonsiff, Sylhet, ...	100	0	0
2	Obhoy Coomar Dutt, ...	First, .	Moonsiff, Lesragunge, ...	150	0	0
3	Gopee Mohun Roy,...	First,...	Moonsiff, Manikgunge, ...	100	0	0
4	Juggut Chunder Bose, ...	Second,	Darogah, Abkaree Department, Mymensing,... ...	65	0	0
5	Raj Chunder Chuckerbutty, ...	Second,	Mohurer, Fouzdaree, ...	10	0	0
6	Juggo Mohun Doss, ...	Second,	Writer, Executive Engineer's Office, Dacca,... ...	40	0	0
7	Bissumbhur Doss, J. S., ...	First,...	Third Asst. Abkaree Commissioner's Office, Dacca,	80	0	0
8	Nursing Laha, ...	First,...	Writership, ...	Unknown.		
9	Kissen Chunder Roy, J. S., ...	First,...	Head Assistant Fouzdaree, Commillah, ...	50	0	0
10	Chunderkissore Gooho, ...	First,...	Sheristadar, Abkaree Department,...	40	0	0
11	Kistopersaud Surma, S. S., ...	First,...	Abkaree Superintendent, Dacca Division, ...	150	0	0
12	Bystub Churn Bose, ...	Second,	Teacher of Vernacular School,...	20	0	0
13	Hurry Mohun Goopto, ...	Second,	Teacher of Vernacular School, ...	25	0	0
14	Isser Chunder Goopto, ...	Second,	Darogah, Noakally, ...	50	0	0
15	Kalleepersaud Dutt, ...	Second,	Assistant Revenue Survey, ...	40	0	0
16	Govind Chunder Bose, J. S., ...	First,...	Head Assistant Collectorate Commillah,...	100	0	0
17	Mohesh Chunder Banerjee, ...	First,...	Second Master, Jessore Government School, ...	50	0	0
18	Rammanic Sing, ...	First,...	Master, Dacca College, ...	30	0	0

Number.	Names.	College Class from which left.	Description of Appointment.	Monthly Salary.		
19	Kally Churn Ghose, J. S.,... ...	First,...	Darogah, Mymensing, ...	50	0	0
20	Ram Coomar Bose, S. S., ...	First,...	Moonsiff, ...	100	0	0
21	Govind Chunder Bose, 2nd, ...	First,...	Nazir Fouzdaree, Furreedpore, ...	25=100	0	0
22	Gooroo Churn Kur, ...	Second,	Vernacular Teacher, ...	0	0	0
23	Rajkissore Deb, ...	Second,	Assistant Abkaree Department, ...	40	0	0
24	Ooma Sunker Sein, ...	Second,	Teacher, Pogose's School, ...	12	0	0
25	Issan Chunder Doss, ...	Second,	Vakeel, ...	0	0	0
26	Muddun Mohun Bysak, ...	First,...	Accountant, Dacca Bank,...	30	0	0
27	Issan Chunder Chuckerbutty, J. S.,	Second,	Darogah, Zillah Mymensing,...	50	0	0
28	Ramkant Dey, ...	Second,	Teacher, Pogose's School,...	0	0	0
29	Luckykanth Goopto, ...	Second,	Assistant, Abkaree Superintendent's Office, Sylhet,	35	0	0
30	Kisto Soonder Ghose, S. S., ...	Second,	Master Sylhet School and with a Moonsiff's Diploma,...	30	0	0
31	Hurrykissore Roy,...	Second,	Mohurir, Mymensing, ...	0	0	0
32	Mahomed Misser, ...	Second,	Sheristadar, Abkaree Department, ...	40	0	0
33	Kistokissore Chatterjee, ...	Second,	Teacher, Pogose's School, ...	18	0	0
34	Muddun Mohun Bysak, ...	Second,	Teacher, Dacca College, ...	20	0	0
35	Chunderkissore Bose, ...	Third,..	Teacher, Beauleah School, ...	20	0	0
36	Bungo Chunder Chuckerbutty, J. S.,	Third,..	Vakeel, Dacca Civil Court,.	0	0	0
37	Mony Mohun Bysak, ...	Third,..	Assistant, Abkaree Commissioner's Office, Dacca,...	60	0	0
38	Michael DeSouza, S. S., ...	First,...	Assistant, Office of the Council of Education, ...	60	0	0
39	Resekesh Paul, S. S., ...	First,...	Third Master, Chittagong School,...	40	0	0
40	Juggobundoo Mookerjee, S. S., ...	First,...	Darogah, Zillah Mymensing, ...	50	0	0
41	Aunund Chunder Doss, S. S., ...	First,...	Master, Furreedpore School, ...	20	0	0

Number.	Names.	College Class from which left.	Description of Appointment.	Monthly Salary.		
				Rs.	As.	P.
42	Bhugwan Chunder Bose, S. S., ...	First,...	Master, Dacca College, ...	50	0	0
43	Bhugwut Churn Gangooly, J. S.,...	First, ..	Darogah, Manikgunge, ...	50	0	0
44	Omirtolaul Goopto, J. S., ...	Second,	Teacher, Commillah School, ...	30	0	0
45	Obhoy Churn Doss, J. S., ...	Second,	Assistant, Commissioner's Office, Chittagong, ...	80	0	0
46	N. P. Pogose, J. S., ...	Second,	A zemindar, appointed a Member of the L. C. P. I.,	0	0	0
47	Kally Coomar Roy, ...	Second,	Assistant Master, Furreedpore School, ...	20	0	0
48	Puddolochun Doss, J. S., ...	Second,	Vakeel, with a Moonsiff's Diploma, ...	0	0	0
49	Dwarkanath Sein, J. S., ...	First,...	Assistant, Abkaree-Superintendent's Office, Dacca,	35	0	0
50	Kallykissore Chatterjee, J. S., ...	First,...	Head Master of Mr. Pogose's School, ...	25	0	0
51	Koilas Chunder Dustadar, J. S., ...	Second,	Nazir, Chittagong, ...	25	0	0
52	William Cardozo, S. S., ...	First, ..	Third Master, Chittagong School, ...	40	0	0
53	Ooma Churn Banerjee, S. S., ..	First,...	Head Master, Mymensing School, ...	50	0	0
54	Krishno Chunder Dutt, S. S., ...	First,...	Darogah, Howrah, ...	50	0	0
55	Kedaressur Roy, J. S., ...	First,...	Offg. Darogah Police, Dacca, ...	50	0	0
56	Ram Sunker Sein, S. S., ...	First,...	Master, Dacca College, ...	80	0	0
57	Bharrut Chunder Mitter, J. S., ...	Second,	Supernumerary Master, Dacca College, ...	20	0	0
58	Kally Chunder Bhya, S. S., ...	Second,	Darogah, Nattore, ...	50	0	0
59	Soorjee Koomar Surbadhicary, J. S.,	Fourth,	Medical College, ...	} Stipendiary Students.		
60	Juggobundoo Bose, J. S., ...	Fourth,	Ditto, ...			
61	J. DeCosta, J. S., ...	Fourth,	Presser of Jute, ...	50	0	0
62	J. Pereira, ...	Fourth,	Teacher, Chittagong, ...	0	0	0
63	Bhugwan Chunder Bose, S. S., ...	First,...	Translator, Commillah, ...	80	0	0
64	Gour Narrain Roy, S. S., ...	First,...	Offg. Translator, Mymensing, ...	80	0	0

Number.	Names.	College Class from which left.	Description of Appointment.	Monthly Salary.		
65	Kally Nath Bose, ...	First,...	Assistant, Abkaree Superintendent's Office, Purneah,	40	0	0
66	Ramkomul Shaha, S. S., ...	First,...	Third Master, Government School, Bauleah, ...	40	0	0
67	Kent Hume Stephen, ...	Second,	Deputy Magistrate, ...	200	0	0
68	Anoda Churn Kistagree, S. S., ...	Second,	Medical College,...	38	0	0
69	Bharrut Chunder Bose, J. S., ...	Fourth,	Asst. Deputy Commissary General's Office, Dacca,	20	0	0
70	Bharrut Chunder Bose, ...	Fourth,	Mohurir, ...	0	0	0
71	Kisto Hurry Bose, ...	Fourth,	Apprentice, Judge's Office, Dacca, ...	0	0	0
72	Radika Mohun Roe, ...	Fourth,	Zemindar, ...	0	0	0
73	Ram Chunder Banerjee, ...	Fourth,	Ditto, ...	0	0	0
74	Prosono Koomar Banerjee, ...	Fourth,	Private English Tutor, ...	30	0	0
75	Neel Comul Roy, ...	Second,	Teacher, Goalpara, Assam, ...	40	0	0
76	Nund Laul Sein, ...	Third,..	Clerk, Goalpara, Assam, ...	25	0	0
77	Kaly Churn Banerjee, ...	Third,..	Treasurer, Collectorate, Mymensing, ...	100	0	0

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Statement of Extraordinary Prizes awarded in the Dacca College, 1852.

No.	Value of Prizes.	Names of Donors.	Subject for which given.	By whom gained.
1	One Hundred Rs.,	Henry Atherton, Esq., C. S., ...	Best student of the College, ...	

First College Class.

2	One Hundred Rs., Gold Medal, ...	Babu Rae Mohun Roy,	Mathematics, (both days,)	
3	Silver Medal, ...	Prize Fund, ...	History, ...	Koilas Chunder Ghose.
4	Fifty Rs., Silver Medal.	H. T. Raikes, Esq., C. S.,	Moral and Political Economy, ...	Oma Churn Doss.

First and Second College Classes.

5	One Hundred Rs., Gold Medal ...	N. P. Pogose, Esq., ...	Literature and Essay,	C. J. Stephen.
6	Fifty Rs., Silver Medal, ...	Khajeh Allim Oollah, ...	Bengali Essay, ...	Cally Churn Chatterjee.

Second College Class.

7	Fifty Rs., ...	C. T. Davidson, Esq, C. S.,	Mathematics (both days,)	Nilcomul Roy.
8	Fifty Rs., Books,	Babu Raj Mohun Roy,	History, ...	C. J Stephen.
9	Fifty Rs., Books,	Babu Sonatun Bysak,...	Moral Philosophy,	C. J. Stephen.

Third College Class.

10	Fifty Rupees, ...	J. P. Wise, Esq.,... ...	Mathematics, (both days,)	Thomas Kallonas.

Third and Fourth College Classes.

11	Twenty-five Rs.,	Mirza Golam Peer, ...	Literature, ...	T. Kallonas.
12	Twenty-five Rs.,	Syed Abbas Ali Bahadoor,...	English Essay, ...	T. Kallonas.
13	Forty Rs., ...	Babu Mitrajeet Sing, ...	Morals, ...	T. Kallonas, and Nund Laul Sein.
14	Thirty Rs., ...	Babu Kasseekissore Roy, Chowdry, ...	History, ...	Nund Laul Sein.
15	Twenty-five Rs.,	Dr. Row, ...	Bengali Essay, ...	Bhoobun Mohun Raha.

No.	Value of Prizes.	Names of Donors.	Subject for which given.	By whom gained.
		Fourth College Class.		
16	Fifty Rs., ...	J. Stephen, Esq., ...	Mathematics (both days.)	Dano Bundoo Mullick.
		First Class, Senior School Department.		
17	Fifty Rs., ...	Joachim Pogose, Esq.,	Best in all subjects,	Grija Sunkur Doss.
18	Twenty-five Rs.,	W. J. Allen, Esq., ...	Mathematics, ...	Cally Prosunno Roy.
		Second Class, Senior School Department.		
19	Twenty-five Rs.,	J. C. Sarkies, Esq., ...	Best in all subjects,	Rada Govind Moitry.
20	Sixteen Rs., ...	Babu Denonath Ghose,	Mathematics,... ...	Brijo Mohun Roy.
21	Sixteen Rs., ...	Babu Ramlochun Ghose,	Literature and Bengali, ...	Rada Govind Moitry.
		Third Class, Senior School Department.		
22	Sixteen Rs., ...	K. H. Stephen, Esq.,...	Best in all subjects.	Muddoo Soodun Mullick.
23	Sixteen Rs., ...	Babu Ram Lochun Ghose,	Literature and Bengali, ...	A. Avdall, and Kisto Nath Moitry.
24	Eight Rs., ...	,, Ram Lochun Ghose,	Good Conduct, ...	Mohim Chunder Doss.
		First Class, Junior School Department.		
25	Sixteen Rs., ...	Babu Surroop Chand Doss, ...	Best in all subjects,	Jonathan.

Appendix G.

LIST OF DISTINGUISHED STUDENTS ACCORDING TO THE GOVERNOR GENERAL'S RESOLUTION,

The 10th October 1844.

1845.

First Class.

Hurry Mohun Chatterjee, (1) ...
Naurutton Mullick, (2) ...

Second Class.

Nobin Chunder Doss, (3) ...
Juggessur Ghose, (4) ...
Juddonath Doss, (5) ...
Gunga Churn Saha, ...
Guru Churn Chatterjee, (6) ...
Guru Churn Doss, ...

} *Hooghly College.*

(1) Dead.
(2) Moonsiff, Narainguuge, Dacca.
(3) Head Master, Beerbhoom School, salary rupees 150.
(4) Librarian, Hooghly College, salary rupees 50.
(5) Dead.
(6) Third Master, Kishnaghur College, salary rupees 65.

1846.

First Class.

Isserchunder Mittre, (1) ... *Hindu College.*

Second Class.

Chunder Seekur Goopta, (2) ... *Hooghly* „
Gopal Lall Roy, (3) ... *Hindu* „
Chundee Churn Shome, (4) ... } *Hooghly* „
Dwarkanath Chuckerbutty, (5) ... }
Dinnobundo Dey, (6) ... } *Hindu* „
Bonomally Mitter, (7) ... }
Satcowry Roy, (8) ... *Hooghly* „
Sibnarain Dutt, (9) ... *Hindu* „
Calachand Bose, (10) ... *Hooghly* „

(1) Head Assistant in the Abkarry Commissioner's Office, Dacca Division, salary rupees 200.
(2) Assistant in the Adjusting Department of the Calcutta Mint, salary rupees 60.
(3) Dead.
(4) Dead.
(5) Fourth Teacher, Hooghly Branch School, salary rupees 50.
(6) Conservancy Commissioner.
(7) First Master, Junior Department, Hooghly College, salary rupees 100.
(8) Writer in the Hooghly Local Agency, salary rupees 60.
(9)
(10) Mercantile employment, Ghazeepore.

1847.

FIRST CLASS.

Juggodishnath Roy, (1)	...	
SECOND CLASS.		
Rajkissore Ghose,	...	*Hindu College.*
Kedarnauth Sen, (2)	...	
Greesh Chunder Mittre, (3)	...	
Prankristo Ghose,	...	
Isserchunder Doss,	...	*Hooghly* ,,
Hurry Doss Ghose, (4)	...	
Luchman Sett, (5)	...	*Hindu* ,,
R. Twidale,	...	*Hooghly* ,,

(1) Sherishtadar of the Western Salt Chowkies, salary rupees 100.
(2) Surveyor General's Office, salary rupees 40.
(3) Writer in the Office of Governor General's Agent, Chota Naugpore.
(4) Second Teacher, Baraset School, salary rupees 50.
(5) Employed in the General Treasury.

1848.

FIRST CLASS.

Prosunno Coomar Surbadicary. (1)	...	
SECOND CLASS.		*Hindu College.*
Greesh Chunder Bose, (2)	...	
Gopal Chunder Bhutto, (3)	...	*Hooghly* ,,
Greesh Chunder Ghose,	...	*Hindu* ,,

(1) Eleventh Master, Hindu College, salary rupees 50.
(2) Head Writer, Salt Agency, Tamlook.
(3) Darogah, Salt Chowkies, Howrah, salary rupees 30.

1849.

FIRST CLASS.

Hurro Gobind Sen, (1)	...	
SECOND CLASS.		*Hindu College.*
Radanath Bose,	...	
Roymohun Bose, (2)	...	
Gobind Lall Roy, (3)	...	

(1) Head Master, Bauleah School, salary rupees 150.
(2) Dead.
(3) Employed in the General Treasury.

1850.

FIRST CLASS.

Cally Prusunno Dutt,	...	*Hindu College.*

SECOND CLASS.

Ramsunker Sen, (1)	...	*Dacca* ,,
Omachurn Bonerjee,	...	
Harendro Kishna Deb, (2)	...	*Hindu* ,,
Kristo Chunder Dutt,	...	*Dacca* ,,
Jodoonath Ghose,	...	*Hooghly* ,,

(1) Third Master, Junior Department, Dacca College, salary rupees 80.
(2) Deputy Magistrate, Bauleah.

1851.

FIRST CLASS.

Sreenath Doss,	...	*Hindu College.*
Kally Prosunno Chatterjee, (1)	...	*Hooghly* ,,
Mudusudun Chatterjee, (2)	...	*Hindu* ,,

(1) Head Master, Bauleah Private School, salary rupees 60.
(2) Student Roorkee College.

1852.

SECOND CLASS.

Nilmoney Gangooly,	...	*Kishnaghur College.*
Srenath Sen,	...	,, ,,

Appendix H.

Statement exhibiting the Number and Religion of the Pupils of the Government Colleges and Schools, on the 30th Sept. 1852.

INSTITUTIONS.	Christians.	Mooḥummudans.	Hindus.	Other Persuasions.	Total.	Remarks.
Hindu College, ...	...	...	488	...	488	
" " Pautshala,..	...	...	215	...	215	
" " B. School,..	...	...	453	...	453	
Sanscrit College, *	...	..	...	...	.....	
Calcutta Mudrissa, ...	...	280	...	...	280	
Hooghly College, ...	7	5	395	. .	395	
" " B. School,	...	1	165	...	166	
" " Mudrissa,	1	151	30	...	182	
" Mukhtub, ...	...	22	11	...	33	
Seetapore Mudrissa,... ...	.	40	...	...	40	
Dacca College, ...	32	26	328	...	386	
Kishnaghur College,... ...	1	4	195	..	200	
Chittagong School, ...	18	9	98	...	125	
Commillah School, ...	4	10	69	...	83	
Sylhet School, ...	3	19	110	...	132	
Bauleah School, ...	2	...	80	...	82	
Midnapore School, ...	...	4	113	...	117	
Cuttack School,...	19	13	89	1*a*	122	*a* Jew.
Patna School,†	...	...	...	...	61	
Bhaugulpore School,... ...	...	15	70	30*b*	115	*b* Hill boys.
Moozufferpore School, ...	1	22	34	...	57	
Gyah School, ...	1	19	83	...	103	
Jessore School, ...	1	5	80	...	86	
Burdwan School, ...	...	2	64	...	66	
Bancoorah School, ...	...	...	70	...	70	
Baraset School,...	...	1	146	...	147	
Howrah School, ...	2	3	139	...	144	
Ooterparah School, ...	...	..	208	...	208	
Beerbhoom School†, ...	..	...	...	...	87	
Barrackpore School,... ...	...	1	88	...	89	
Russapuglah School,... ...	...	37	14	...	51	
Assam, (72 Schools,) ...	...	...	..	..	4025	
Arracan, (2 Schools,) ...	3	75	..	72*c*	150	*c* Arrakanese, Mugs, &c.
Tenasserim, (2 Schools,) .	9	23	1	74*c*	107	
S. W. Frontier, (2 Schools,)	...	9	18	12*d*	39	*d* Coles.
Vernacular Schools, ...	...	...	.	...	1904	
Grand Total, ...	104	796	3854	189	10988	

* No returns.

† No. present at examination. No returns.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Statement exhibiting the Number of Scholarship-holders, Free Scholars, Pay and Free Pupils, on the 30th Sept. 1852.

INSTITUTIONS.	Scholarship-holders.	Free Scholars.	Pay Pupils.	Free Pupils.	Total.	Remarks.
Hindu College, ...	28	19	409	32	488	
„ „ Pautshala, ...	...	...	211	..	211	
„ „ Branch School,	...	...	445	8	453	
Sanscrit College, ..	...	...	...	...	.....	
Calcutta Mudrissa, ...	27	...	40	213	280	
Hooghly College, ...	23	15	349	20	407	
„ „ Branch School.	...	...	149	17	166	
„ „ Mudrissa, ...	4	...	16	162	182	
„ Mukhtub, ...	...	...	33	..	33	
Seetapore Mudrissa, ...	...	...	...	40	40	
Dacca College, ...	12	16	358	..	386	
Kishnaghur College, ...	14	6	169	11	200	
Chittagong School, ...	...	...	125	...	125	
Commillah School, ...	3	5	83	...	83	
Sylhet School, ..	3	...	107	25	132	
Bauleah School, ...	...	...	81	1	82	
Midnapore School, .	...	2	115	2	119	
Cuttack School, ...	...	...	122	...	122	
Patna School,* ..	...	...	...	...	61	
Bhaugulpore School, ..	...	...	73	42	115	
Mozufferpore School, ..	...	4	53	...	57	
Gyah School, ...	...	2	101	...	103	
Jessore School, ...	...	...	..	...	86	
Burdwan School, ..	...	...	66	...	66	
Bancoorah School, ...	4	...	70	...	70	
Baraset School, ...	1	5	137	10	137	
Howrah School, ...	1	...	144	...	144	
Ooterparah School, ...	2	...	208	...	208	
Beerbhoom School,* ..	...	...	...	...	87	
Barrackpore School, ...	...	1	88	...	89	
Russapuglah School, ..	1	...	8	43	51	
Assam Schools, ..	...	...	...	4025	4025	
Arracan Schools, ..	...	...	...	150	150	
Tenasserim Schools, ..	...	...	...	107	107	
S. W. Frontier Schools, ...	...	...	...	39	39	
Vernacular Schools, ...	.	...	1904	...	1904	
Grand Total, ...	123	75	5664	4947	10988	

* Returns not furnished.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Statement exhibiting the Number of Students studying different languages in the Colleges and Schools, on the 30th Sept. 1852.

INSTITUTIONS.	Sanscrit.	Persian and Arabic.	English.	Bengali.	Urdu.	Other languages.	Remarks.
Hindu College, ...	...	...	488	488	...	..	
„ „ Pautshala,...	...	...	...	215	...	...	
„ „ B. School, ...	...	...	453	453	...	...	
Sanscrit College,* ...	...	...	...	...	...	...	
Calcutta Mudrissa, ...	...	144	94	42	...	...	
Hooghly College, ...	...	...	407	407	...	...	
„ „ B. School,...	...	...	166	166	..	...	
„ „ Mudrissa,...	...	130	32	...	72	...	
„ „ Mukhtub,...	...	33	11	...	..	...	
Seetapore Mudrissa, ...	...	40	...	...	...	...	
Dacca College, ...	...	...	386	386	...	...	
Kishnaghur College, ...	...	...	200	200	...	...	
Chittagong School, ...	...	...	725	725	..	...	
Commillah School, ...	...	...	83	83	...	...	
Sylhet School, ...	...	...	132	134	...	...	
Bauleah School, ...	...	...	...	...	...	...	
Midnapore School, ...	...	...	117	117	...	...	
Cuttack School, ...	..	...	122	...	...	122*a*	*a* Oorya.
Patna School, ...	...	...	..	...	...	...	
Bhaugulpore School, ...	...	...	94	...	85	30*b*	*b* Hindu.
Moozufferpore School, ...	...	31	53	...	26	...	
Gyah School, ...	...	19	103	...	103	...	
Jessore School, ...	...	...	86	86	...	...	
Burdwan School, ...	...	...	66	66	...	...	
Bancoorah School, ...	...	...	70	...	...	...	
Baraset School, ...	...	...	147	147	...	...	
Howrah School, ...	...	...	144	144	...	...	
Ooterparah School, ...	...	...	208	208	...	...	
Beerbhoom School, ...	...	...	87	87	...	...	
Barrackpore School, ...	...	...	89	89	...	...	
Russapuglah School, ...	...	33	51	25	...	...	
Assam Schools, ...	...	...	...	...	...	150*c*	*c* Burmese.
Arracan Schools, ...	...	...	75	...	...	39	
Tenasserim Schools, ...	...	...	107	...	...	...	
S. W. Frontier Schools, ...	..	...	26	...	...	107	
Grand Total, ...	...	430	4822	4268	286	448	

* No returns.

FRED. J. MOUAT, M. D.,
Secretary, Council of Education.

Statement exhibiting the amount of Schooling Fees realized in

INSTITUTIONS.	MONTHS.																	
	October 1851.			November 1851.			December 1851.			January 1852.			February 1852.			March 1853.		
Hindu College, ...	2191	10	6	0	0	0	4416	0	5	2236	6	1	2067	1	1	2502	3	7
„ „ Pautshala, ...	153	11	0	0	0	0	214	1	3	123	0	0	59	0	0	120	12	0
„ „ Branch School,	791	5	3	0	0	0	1765	12	3	932	12	9	835	0	0	986	8	0
Calcutta Mudrissa, ...	43	0	0	45	8	0	51	8	0	30	8	0	57	8	0	46	0	0
Hooghly College, ...	86	0	0	1039	0	0	775	0	0	605	8	0	737	0	0	706	8	0
„ „ Branch School,	0	0	0	336	8	0	314	0	0	205	0	0	229	0	0	239	8	0
Dacca College, ...	344	0	0	438	0	0	1053	0	0	0	0	0	512	8	0	442	8	0
Kishnaghur College, ...	523	0	0	409	0	0	405	0	0	421	0	0	421	0	0	428	0	0
Chittagong School, ...	0	0	0	51	8	0	52	12	0	51	4	0	51	4	0	56	0	0
Commillah School, ...	39	8	0	53	0	0	48	8	0	44	8	0	43	0	0	44	0	0
Sylhet School, ...	0	0	0	70	0	0	34	4	0	37	4	0	37	8	0	36	12	0
Baulesh School, ...	0	0	0	57	0	0	92	0	0	71	0	0	74	0	0	73	0	0
Midnapore School, ...	0	0	0	177	2	0	143	1	0	119	13	0	117	9	0	117	1	0
Cuttack School, ...	20	8	0	39	4	0	40	0	0	43	4	0	47	12	0	51	4	0
Patna School, ...	51	0	0	52	0	0	52	0	0	47	0	0	48	0	0	52	0	0
Bhaugulpore School, ...	39	12	0	30	12	0	41	4	0	43	8	0	41	12	0	42	0	0
Moozufferpore School, ...	10	8	0	12	0	0	73	8	0	10	8	0	16	0	0	16	0	0
Gyah School, ...	52	0	0	48	8	0	44	0	0	48	0	0	54	8	0	59	8	0
Jessore School, ...	0	0	0	134	0	0	102	0	0	75	8	0	81	8	0	88	8	0
Burdwan School, ...	0	0	0	0	0	0	40	4	0	47	12	0	50	4	0	102	4	0
Bancoorah School, ...	0	0	0	133	8	0	80	8	0	68	8	0	77	8	0	74	8	0
Baraset School, ...	140	8	0	113	0	0	131	0	0	169	8	0	109	0	0	141	8	0
Howrah School,...	69	0	0	68	0	0	357	0	0	180	0	0	164	0	0	177	0	0
Ooterparah School, ...	773	0	0	212	0	0	215	0	0	222	0	0	212	0	0	216	0	0
Barrackpore School, ...	0	0	0	0	0	0	474	6	0	49	8	0	51	8	0	50	8	0
Russapuglah School, ...	0	0	0	0	0	0	8	0	0	8	0	0	8	0	0	6	0	0
Beerbhoom School, ...	0	0	0	0	0	0	46	12	0	55	8	0	59	8	0	63	12	0
Grand Total, Rs., ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Council of Education, October 1852.

the Colleges and Schools of Bengal, during the Session 1851-52.

Months.																								
April 1852.			May 1852.			June 1852.			July 1852.			August 1852.			September 1852.			Total.		
2186	8	6	2165	10	1	2027	1	7	2274	1	7	2188	14	7	2190	2	1	26445	12	5
113	15	0	88	6	0	83	0	0	76	0	0	123	4	0	87	13	9	1242	15	0
827	11	9	846	14	3	0	0	0	931	5	3	1748	10	9	852	10	9	10518	14	0
52	0	0	55	0	0	55	0	0	47	0	0	45	0	0	43	0	0	591	0	0
673	0	0	699	8	0	731	0	0	747	8	0	714	12	0	801	0	0	8265	12	0
236	0	0	224	8	0	224	0	0	241	8	0	247	8	0	230	0	0	2727	8	0
479	8	0	503	2	0	521	13	0	511	4	0	494	10	0	493	2	0	5703	7	0
375	0	0	418	0	0	390	0	0	414	0	0	392	0	0	391	0	0	4996	0	0
52	8	0	50	0	0	40	8	0	51	0	0	49	12	0	49	0	0	564	8	0
42	0	0	43	8	0	43	0	0	44	8	0	42	8	0	42	8	0	530	8	0
42	0	0	41	8	0	41	4	0	39	12	0	38	4	0	0	0	0	418	8	0
70	0	0	79	0	0	73	0	0	75	0	0	76	0	0	53	0	0	793	0	0
119	5	0	114	5	0	114	1	0	713	1	0	112	1	0	111	1	0	1358	8	0
71	8	0	66	8	0	63	12	0	65	8	0	74	8	0	71	8	0	655	4	0
47	8	0	57	0	0	58	0	0	56	8	0	61	0	0	61	0	0	643	0	0
40	8	0	39	4	0	38	12	0	40	4	0	39	4	0	42	0	0	488	0	0
17	8	0	19	8	0	22	0	0	26	8	0	29	0	0	28	0	0	230	0	0
60	0	0	60	0	0	60	0	0	61	8	0	61	8	0	61	8	0	671	0	0
71	0	0	84	0	0	86	0	0	78	0	0	85	8	8	85	0	0	971	0	8
57	12	0	0	0	0	49	4	0	45	8	0	48	4	0	88	8	0	529	12	0
74	14	6	72	9	3	76	8	0	78	15	6	71	8	0	69	8	0	878	7	3
110	0	0	101	0	0	135	0	0	124	8	0	117	0	0	118	8	0	1513	8	0
208	0	0	190	11	0	124	10	0	235	1	0	170	0	0	150	0	0	2102	6	0
224	0	0	217	0	0	221	0	0	240	0	0	237	0	0	234	0	0	2623	0	0
52	4	0	46	0	0	44	0	0	51	4	0	48	4	0	48	12	0	916	6	0
6	0	0	4	0	0	4	0	0	8	0	0	12	0	0	0	0	0	64	0	0
43	0	0	36	0	0	68	12	0	63	8	0	60	8	0	57	8	0	574	12	0
.....	..		..		..	.....	.		.....	..	.	.....	..	.	.....	..	.	77106	12	4

Fred. J. Mouat, M. D., *Secretary.*

Sketch Statement of Receipts on account of the

Districts and School Stations.	Tuition Fees.			Sale of Books, &c.			Deposited by Boys.			Charges Refunded.			Fees and Fines.			Collections from the Lands belonging to the School Fund.		
Institutions at the Presidency.																		
Hindu College, ...	26923	3	2	0	0	0	0	0	0	523	0	1	0	0	0	0	0	0
Sanscrit ,, ...	0	0	0	0	0	0	0	0	0	139	0	6	0	0	0	0	0	0
Medical ,, ...	0	0	0	673	4	0	0	0	0	172	0	0	124	14	0	0	0	0
Mudrissa ,, ...	568	8	0	0	0	0	0	0	0	85	9	1	0	0	0	0	0	0
Hindu ,, Branch School, ...	10514	13	0	0	0	0	0	0	0	19	12	5	0	0	0	0	0	0
Pautshala, ...	1332	11	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	39339	3	11	673	4	0	0	0	0	939	8	1	124	14	0	0	0	0
Institutions in the Mofussil.																		
Moohummud Mohsin's College, ...	7410		0	0	0	0	0	0	0	156	0	0	245	0	0	8887	0	0
Branch School, ...	2498	0	0	0	0	0	0	0	0	0	0	0	61	0	0	0	0	0
Dacca College, ...	5367	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Patna School, ...	641	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kishnaghur College, ...	5116	0	0	0	0	0	0	0	0	82	0	0	190	0	0	249	0	0
Chittagong School, ...	543	0	0	0	0	0	0	0	0	21	0	0	0	0	0	0	0	0
Bauleah ,, ...	843	0	0	6	0	0	0	0	0	26	0	0	0	0	0	0	0	0
Bhaugulpore ,, ...	472	0	0	0	0	0	0	0	0	323	0	0	0	0	0	0	0	0
Cuttack ,, ...	500	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commillah ,, ...	686	0	0	0	0	0	0	0	0	68	0	0	0	0	0	0	0	0
Jessore ,, ...	1022	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Midnapore ,, ...	1325	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mozufferpore ,, ...	179	0	0	0	0	0	0	0	0	0	0	0	0	0	0	404	0	0
Burdwan ,, ...	607	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bancoorah ,, ...	880	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Baraset ,, ...	2080	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Howrah ,, ...	1971	11	0	0	0	0	0	0	0	7	13	2	0	0	0	0	0	0
Sylhet ,, ...	317	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Beerbhoom ,, ...	225	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kissenpore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Culchan ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russapuglah ,, ...	109	0	0	4	4	0	0	0	0	34	13	7	0	0	0	0	0	0
Gyah, ,, ...	162	0	0	0	0	0	0	0	0	0	0	0	4	0	0	4	0	0
Barrackpore ,, ...	547	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	33357	1	3	26	4	0	0	0	0	706	10	9	500	0	0	9335	0	0
Arracan Provinces.																		
Akyab School, ...	0	0	0	16	0	0	0	0	0	25	0	0	0	0	0	0	0	0
Ramree ,, ...	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	21	0	0	0	0	0	25	0	0	0	0	0	0	0	0
Tenasserim Provinces.																		
Moulmein School, ...	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0

dix F.

Education Department for the Year 1851-52.

Interest.			Advance Recoverable.			Donation, &c. from Individuals.			Vernacular Schools.			Miscellaneous Receipts.			Total.			Parliamentary and Government Grants for Establishment and Scholarships.			Grand Total.		
2142	1	3	0	0	0	0	0	0	0	0	0	0	0	0	29588	4	6	0	0	0	29588	4	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	139	0	6	24669	13	0	24808	13	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	970	2	0	97910	1	0	98880	3	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	654	1	1	33200	0	0	33854	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10534	9	5	6270	0	0	16804	9	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1332	11	9	0	0	0	1332	11	9
2142	1	3	0	0	0	0	0	0	0	0	0	0	0	0	43218	13	3	162049	14	0	205268	11	3
57475	2	8	0	0	0	0	0	0	0	0	0	0	0	0	74179	2	8	0	0	0	74179	2	8
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2559	0	0	0	0	0	2559	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5367	0	0	0	0	0	5367	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	641	0	0	0	0	0	641	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5628	0	0	20000	0	0	25628	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	564	0	0	0	0	0	564	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	875	0	0	0	0	0	875	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	795	0	0	3000	0	0	3795	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	516	0	0	0	0	0	516	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	642	0	0	0	0	0	642	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1022	0	0	0	0	0	1022	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1325	0	0	0	0	0	1325	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	583	0	0	0	0	0	583	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	607	0	0	3000	0	0	3607	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	880	0	0	3000	0	0	3880	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2030	0	0	3000	0	0	5030	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1979	8	2	3000	0	0	4979	8	2
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	317	0	0	2400	0	0	2717	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	225	0	0	3000	0	0	3225	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1800	0	0	1800	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1500	0	0	1500	0	0
0	0	0	0	0	0	0	0	0	0	0	0	17167	15	10	17316	1	5	7200	0	0	24516	1	5
0	0	0	0	0	0	260	0	0	0	0	0	0	0	0	430	0	0	5046	0	0	5476	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	547	6	3	0	0	0	547	6	3
57475	2	8	0	0	0	260	0	0	0	0	0	17167	15	10	119028	2	6	55946	0	0	174974	2	6
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	0	0	6000	0	0	6041	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	5	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46	0	0	6000	0	0	6046	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0	0	6000	0	0	6017	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0	0	6000	0	0	6017	0	0

Districts and School Stations.	Tuition Fees.			Sale of Books, &c.			Deposited by Boys.			Charges Refunded.			Fees and Fines.			Collections from the Lands belonging to the School Fund.		
Assam.																		
Kamroop School, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gowhatty ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Seebsaugur ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10-Pergunnahs' ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debrooghur ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durrung ,, ...	0	0	0	0	0	0	0	0	0	27	0	0	0	0	0	0	0	0
Luckimpore ,, ...	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0
Saikwa ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nowgong ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	40	0	0	0	0	0	0	0	0
Vernacular Schools.																		
Patna Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bhaugulpore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dacca ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jessore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moorshedabad,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous.																		
Secretary to the Council of Education, ...	0	0	0	1379	14	3	0	0	0	11583	10	3	10	0	0	0	0	0
Government Book Agent, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	1379	14	3	0	0	0	11583	10	3	10	0	0	0	0	0
	72686	5	2	2100	6	3	17	0	0	13294	11	1	634	14	0	9535	0	0

Deduct amount allotted to the North-Western Provinces out of the Parliamentary and the hand of Government Agent, for the year 1851-52, ...

(True Copy,)

J. W. Dalrymple,

Under Secy. to the Govt. of Bengal.

Fort William, Office of Account, General Department, *The 25th November*, 1852.

Interest.			Advances Recoverable.			Donation, &c. from Individuals.			Vernacular Schools.			Miscellaneous Receipts.			Total.			Parliamentary and Government Grants for Establishment and Scholarships.			Grand Total.		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2402	0	0	2402	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	0	0	60	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3120	0	0	3120	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	900	0	0	900	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	816	0	0	816	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	768	0	0	768	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	0	0	420	0	0	433	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	300	0	0	300	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1080	0	0	1080	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0	0	9860	0	0	9908	0	0
0	0	0	0	0	0	0	0	0	131	0	0	0	0	0	131	0	0	0	0	0	131	0	0
0	0	0	0	0	0	0	0	0	561	0	0	0	0	0	561	0	0	0	0	0	561	0	0
0	0	0	0	0	0	0	0	0	536	0	0	0	0	0	536	0	0	0	0	0	536	0	0
0	0	0	0	0	0	0	0	0	230	0	0	0	0	0	230	0	0	0	0	0	230	0	0
0	0	0	0	0	0	0	0	0	211	0	0	0	0	0	211	0	0	0	0	0	211	0	0
0	0	0	0	0	0	0	0	0	1768	0	0	0	0	0	1768	0	0	0	0	0	1768	0	0
0	0	0	0	0	0	0	0	0	785	0	0	0	0	0	785	0	0	0	0	0	785	0	0
0	0	0	0	0	0	0	0	0	4222	0	0	0	0	0	4222	0	0	0	0	0	4222	0	0
24083	11	2	0	0	0	0	0	0	0	0	0	7900	7	0	44966	10	8	264867	6	8	309834	1	4
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24083	11	2	0	0	0	0	0	0	0	0	0	7900	7	0	44966	10	8	264867	6	8	309834	1	4
83700	15	1	0	0	0	260	0	0	4222	0	0	25077	6	10	211538	10	5	504729	4	8	710967	15	1
Government new Grants and of the Interests of the General Fund in																					123991	10	0
																					592276	5	1
Company's Rupees,...																					592276	5	1

E. E.

(Signed) R. WALKER,

Accountant to the Govt. of Bengal.

Sketch Statement of Charges on account of the

District and School Stations.	Establishment.			Scholarships and Prizes.			Stipend.			House Rent, &c.			Purchase of Books.			Contingencies.			Fines, &c., Refunded.		
Balance on the 30th April 1851, ...	.....	...	...	.....	...	...	...	...	...	...	...	...	...	...	...	.....	...	...	...	...	...
Institutions at the Presidency.																					
Hindu College, ...	49866	0	2	7975	3	0	0	0	0	1680	0	0	0	0	0	3044	10	1	0	0	0
Sanscrit ,, ...	14804	0	0	3908	8	0	0	0	0	0	0	0	88	0	0	592	11	3	0	0	0
Medical ,, ...	07574	0	10	819	0	0	5821	5	2	1346	2	0	1512	3	6	6388	6	9	0	0	0
Mudrissa ,, ...	22849	2	1	4068	6	10	0	0	0	0	0	0	0	0	0	1117	7	7	0	0	0
Hindu College Branch School, ...	8780	14	3	836	0	0	0	0	0	0	0	0	0	0	0	470	7	3	0	0	0
Pautshala, ...	1944	0	0	0	0	0	0	0	0	0	0	0	0	0	0	151	15	9	0	0	0
	165817	1	4	17107	1	10	5821	5	2	3026	2	0	1600	3	6	11765	10	8	0	0	0
Institutions in the Mofussil.—Lower Provinces.																					
Moohummud Mohsin's College, ...	60033	5	4	7209	0	0	0	0	0	0	0	0	0	0	0	2037	8	0	20	0	0
Branch School, ...	6936	0	0	136	0	0	0	0	0	0	0	0	0	0	0	209	0	0	0	0	0
Infant School, ...	572	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0
Dacca College, ...	28330	0	0	3383	0	0	0	0	0	0	0	0	0	0	0	421	8	0	0	0	0
Patna School, ...	5903	0	0	0	0	0	0	0	0	600	0	0	0	0	0	28	8	0	0	0	0
Kishnaghur College, ..	27886	0	0	3064	0	0	0	0	0	1500	0	0	0	0	0	696	8	0	0	0	0
Chittagong School, ...	4856	0	0	0	0	0	0	0	0	0	0	0	0	0	0	68	8	4	0	0	0
Baulcah ,, ...	4088	0	0	0	0	0	0	0	0	0	0	0	0	0	0	243	8	0	0	0	0
Bhaugulpore ,, ...	4635	0	0	0	0	0	906	0	0	600	0	0	0	0	0	113	8	0	0	0	0
Cuttack ,, ...	3288	0	0	1	0	0	0	0	0	0	0	0	0	0	0	93	8	0	0	0	0
Commillah ,, ...	3504	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	8	0	0	0	0
Jessore ,, ...	3825	0	0	0	0	0	0	0	0	10	0	0	0	0	0	38	8	0	0	0	0
Midnapore ,, ...	4096	0	0	0	0	0	0	0	0	32	0	0	0	0	0	6	8	0	0	0	0
Mozufferpore ,, ...	1200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38	8	0	0	0	0
Burdwan ,, ...	3051	0	0	0	0	0	0	0	0	0	0	0	0	0	0	78	8	0	0	0	0
Bancoorah ,, ...	2312	0	0	40	0	0	0	0	0	1	0	0	0	0	0	70	8	0	0	0	0
Barasat ,, ...	3138	0	0	199	0	0	0	0	0	0	0	0	0	0	0	406	7	2	0	0	0
Howrah ,, ...	3170	0	0	144	0	0	0	0	0	0	0	0	0	0	0	47	8	9	0	0	0
Sylhet ,, ...	2340	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	9	1	0	0	0
Beerbhoom ,, ...	989	0	0	0	0	0	0	0	0	0	0	0	0	0	0	90	0	0	0	0	0
Barrackpore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	8	0	0	0	0
Kishenpore ,, ...	1430	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colchan ,, ...	1155	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russapuglah ,, ...	4536	0	0	0	0	0	0	0	0	780	0	0	0	0	0	150	14	5	0	0	0
Gyah ,, ...	837	0	0	0	0	6	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0
	183714	5	4	14272	0	0	906	0	0	3523	0	0	0	0	0	4065	15	9	20	0	0
Arracan Provinces.																					
Akyab School, ...	2167	0	0	0	0	0	0	0	0	0	0	0	400	0	0	0	0	0	0	0	0
Ramree ,, ...	2824	0	0	0	0	0	0	0	0	0	0	0	0	0	0	130	0	0	0	0	0
	4991	0	0	0	0	0	0	0	0	0	0	0	400	0	0	130	0	0	0	0	0

Education Department for the Year 1851-52.

Pensions.			Batta, gratuity and House-rent of the Professors and others.			Book allowance.			Vernacular Schools.			Repairs of School Houses.			Miscellaneous.			Purchase of Government Securities.			Dead Stock.			Total.		
...	...	...	...	...	...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...	...	...	...	...	12353	5	11½
0	0	0										3777	2	10										66343	0	1
0	0	0										0	0	0										18393	3	3
0	0	0	7669	7	3	910	0	0				6839	9	6										98880	3	0
96	0	0										5170	10	8										33306	11	2
0	0	0										0	0	0										9587	5	6
0	0	0										0	0	0										2095	15	9
96	0	0	7669	7	3	910	0	0				15793	7	0										228606	6	9
0	0	0										4420	3	6										73810	0	10
0	0	0										31	0	0										7312	0	0
0	0	0										0	0	0										587	0	0
0	0	0										94	6	7										32228	14	7
0	0	0										0	0	0										6531	8	0
0	0	0										37	0	0										33183	8	0
0	0	0										103	11	1										5030	3	5
0	0	0										12	0	0										4013	8	0
0	0	0										68	0	0										6322	8	0
0	0	0										26	0	0										3408	8	0
0	0	0										27	11	0										3582	3	0
0	0	0										0	0	0										3873	8	0
0	0	0										0	0	0										4134	8	0
0	0	0										81	0	0										1319	8	0
0	0	0										0	0	0										3152	8	0
0	0	0										0	0	0										2429	8	0
0	0	0										0	0	0										3743	7	2
0	0	0										0	0	0										3361	8	0
0	0	0										0	0	0										2390	9	1
0	0	0										0	0	0										1079	0	0
0	0	0										0	0	0										6	8	0
0	0	0							220	0	0	0	0	0										1650	0	0
0	0	0							220	0	0	0	0	0										1375	0	0
0	0	0							0	0	0	0	0	0										5465	14	5
0	0	0							0	0	0	0	0	0										841	0	0
0	0	0	0	0	0	0	0	0	440	0	0	4901	0	2	0	0	0	0	0	0	0	0	0	211742	5	3
0	0	0	0	0	0	0	0	0	585	0	0	108	2	0	0	0	0	0	0	0	0	0	0	3260	2	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2954	0	0
0	0	0	0	0	0	0	0	0	585	0	0	108	2	0	0	0	0	0	0	0	0	0	0	6214	2	0

District and School Stations.	Establishment.			Scholarship and Prizes.			Stipend.			House Rent, &c.,			Purchase of Books.			Contingencies.			Fines, &c., Refunded.		
Tenasserim Provinces.																					
Moulmein School, ...	5775	0	0	0	0	0	0	0	0	0	0	0	500	0	0	99	0	0	0	0	0
Mergui ,, ...	1042	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6817	0	0	0	0	0	0	0	0	0	0	0	500	0	0	99	0	0	0	0	0
Assam.																					
Gowhatty School, ...	3829	0	0	0	0	0	216	0	0	0	0	0	0	0	0	191	0	0	21	0	0
Seebsaugur ,, ...	624	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10-Pergunnahs' ,, ...	1002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debrooghur ,, ...	636	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Durrung ,, ...	1080	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Luckimpore ,, ...	260	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Saikwa ,, ...	325	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nowgong ,, ...	1040	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	8796	0	0	0	0	0	216	0	0	0	0	0	0	0	0	191	0	0	21	0	0
Vernacular Schools.																					
Dacca Division, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jessore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cuttack ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Patna ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bhaugulpore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moorshedabad ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rungpore ,, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous																					
Government Book Agent,	1908	0	0	0	0	0	0	0	0	0	0	0	0	0	0	745	3	6	0	0	0
Secretary to the Council of Education, ...	7062	6	0	25	0	0	0	0	0	0	0	0	0	0	0	5505	5	5	0	0	0
Inspector of Government Schools, ...	3900	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1396	8	0	0	0	0
	12870	6	0	25	0	0	0	0	0	0	0	0	0	0	0	7647	0	11	0	0	0
	382005	12	8	31404	1	10	6943	5	2	6549	2	0	2500	3	6	24798	11	4	41	0	0

Add balance on the 30th April 1852,... ... ...

(True Copy,)

J. W. Dalrymple,

Under Secy. to the Govt. of Bengal.

Fort William, Office of Account, General Department, *The 25th November* 1852.

Pensions.	Batta, gratuity and House-rent of the Professors and others.	Book allowance.	Vernacular Schools.	Repairs of School Houses.	Miscellaneous.	Purchase of Government Securities.	Dead Stock.	Total.
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6374 0 0
0 0 0	0 0 0	0 0 0	0 0 0	221 0 0	0 0 0	0 0 0	0 0 0	1263 0 0
0 0 0	0 0 0	0 0 0	0 0 0	221 0 0	0 0 0	0 0 0	0 0 0	7637 0 0
0 0 0	0 0 0	0 0 0	0 0 0	244 5 9	0 0 0	0 0 0	0 0 0	4501 5 9
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	624 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1002 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	636 0 0
0 0 0	0 0 0	0 0 0	0 0 0	24 0 5	0 0 0	0 0 0	0 0 0	1104 0 5
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	260 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	325 0 0
0 0 0	0 0 0	0 0 0	0 0 0	10 9 11	0 0 0	0 0 0	0 0 0	1050 9 11
0 0 0	0 0 0	0 0 0	0 0 0	279 0 1	0 0 0	0 0 0	0 0 0	9503 0 1
0 0 0	0 0 0	0 0 0	471 9 10	0 0 0	0 0 0	0 0 0	0 0 0	471 9 10
0 0 0	0 0 0	0 0 0	2784 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2784 0 0
0 0 0	0 0 0	0 0 0	1025 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1025 0 0
0 0 0	0 0 0	0 0 0	90 0 0	0 0 0	0 0 0	0 0 0	0 0 0	90 0 0
0 0 0	0 0 0	0 0 0	377 0 0	0 0 0	0 0 0	0 0 0	0 0 0	377 0 0
0 0 0	0 0 0	0 0 0	1568 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1568 0 0
0 0 0	0 0 0	0 0 0	1350 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1350 0 0
0 0 0	0 0 0	0 0 0	752 0 0	0 0 0	0 0 0	0 0 0	0 0 0	752 0 0
0 0 0	0 0 0	0 0 0	9317 9 10	0 0 0	0 0 0	0 0 0	0 0 0	9317 9 10
0 0 0	0 0 0	19734 8 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	22387 11 9
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	12592 11 5
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	5296 8 0
0 0 0	0 0 0	19734 8 3	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	40276 15 2
96 0 0	7669 7 3	20644 8 3	10342 9 10	21302 9 3	0 0 0	0 0 0	0 0 0	514297 7 1
								526650 12 2½
								65625 8 10½
								Company's Rupees, ... 592276 5 1

E. E.

(Signed) R. WALKER.

Accountant to the Government of Bengal.